EVALUATION OF ECA'S PROFESSIONAL JOURNALISM AND MEDIA EXCHANGE PROGRAMS:

INTERNATIONAL VISITOR LEADERSHIP PROGRAM
EDWARD R. MURROW PROGRAM FOR JOURNALISTS
CITIZEN EXCHANGE PROGRAM

March 2012

Prepared for:

U.S. Department of State
Bureau of Educational and Cultural Affairs
Office of Policy and Evaluation
Evaluation Division
Department of State
2200 C Street, NW
Washington, D.C. 20037

Prepared by:

InterMedia
Research bringing the
world within reach

1401 New York Avenue, NW
Washington, D.C. 20005

TABLE OF CONTENTS

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page i

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page ii

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page iii

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page iv

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page v

INTRODUCTION TO THE EVALUATION

The Bureau of Educational and Cultural Affairs (ECA) engages journalists and media professionals worldwide through a unique set of exchange programs. These programs offer participants the opportunity to deepen their journalistic skills and knowledge of journalism practice, as well as to encounter American society, media, and standards and practices, while facilitating collaboration with a new network of professional contacts.

In 2008 the Evaluation Division in the Bureau's Office of Policy and Evaluation undertook an evaluation of journalism and media programs across the Bureau: the International Visitor Leadership Program (IVLP), the Edward R. Murrow Program for Journalists and the Citizen Exchange Program. The Evaluation Division commissioned an independent evaluation organization, InterMedia Survey Institute, to assess the longer term effects of these programs globally.

This evaluation assesses the catalytic effect of the programs on individual participants, their colleagues and home institutions, by examining knowledge and skills acquired in the United States, the application of that information in the workplace and professional spheres, as well as dissemination among colleagues and peers after returning home.

Given the unique nature of each program, this evaluation comprises separate assessments and reports for each of the programs, in this order: (1) IVLP, (2) Edward R. Murrow Program and (3) Citizen Exchange Program. It should be noted that while the Edward R. Murrow Program is a project coordinated by the Office of International Visitors, it was also, at the inception of the evaluation, a relatively new exchange. Furthermore, the Murrow Program differs in format from other IVLP projects. Therefore, the results from Murrow participants constitute their own set of outcomes and appear separately from IVLP findings. There is no analysis comparing the results of one program to another.

Each program assessment report includes the following:

- An executive summary with key findings;
- An introduction, including evaluation methodology and respondent profiles;
- An integrated, detailed analysis of the quantitative and qualitative data collected worldwide; and
- Concluding observations.

The findings provide a first-time look at the role of ECA's journalism and media exchange programs in improving journalism practices and encouraging freedom of press.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 1

INTERNATIONAL VISITOR LEADERSHIP PROJECTS IN THE FIELDS OF JOURNALISM AND MEDIA

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 2

Executive Summary

Program Description

The International Visitor Leadership Program (IVLP) brought more than 1,600 leading journalists and media professionals from around the world to the United States during the six-year evaluation period (FY 2001–FY 2006). Each IVLP journalism or media project is tailored to a group either from a particular country or region, or from different regions of the world but focused on a specific topic. Key themes across projects include fundamentals of print and broadcast journalism; investigative journalism; the role of a free and independent media in a democracy; and the U.S. political system for journalists.

IVLP exchanges typically last about three weeks and involve activities in Washington, D.C., and three or four other cities. Each segment of the exchange project includes professional meetings with U.S. counterparts, site visits to national and/or regional media outlets, and opportunities to experience American culture by being hosted by American families and/or attending local cultural events. The geographic range of the program is designed to provide participants with an appreciation of the ethnic, cultural, political and socioeconomic diversity of the United States.

Evaluation Methodology

This two-year evaluation of the set of IVLP projects focused on journalism and media topics, carried out from 2008 through 2010, used a multi-stage, mixed-method data collection strategy to evaluate the program from FY 2001 to FY 2006, based on the following key program goals and outcomes:

- *New knowledge and skills.* Participants develop increased knowledge or skills in the following areas: U.S. journalism and media environment; democracy in the United States; the role of the media in a democracy; U.S. society, people and values; journalism and media management skills; media ethics; and professional standards and practices. In addition, participants develop new areas of interest or expertise in specific subjects addressed in the program, such as human rights and ethnic diversity.

- *Application of learning and skills.* Participants apply their new knowledge and skills into their work when they return home.

- *Professional development and career advancement.* As a result of their program experience, participants attain promotion, take on new leadership roles or professional responsibilities, and/or make a change in their career track.

- *Knowledge-sharing.* Participants share their new knowledge and skills with coworkers, colleagues and the greater journalism community at home.

- *Organizational changes.* Participants effect changes in the editorial and managerial practices in the media organizations or outlets where they work.

- *Increased linkages and professional networking.* Participants develop ongoing ties with fellow journalists and media professionals met during the program, as well as encourage greater collaboration among media professionals in their home countries.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 3

- *Advocacy for journalists' rights and a strong media profession.* At home, participants advocate for protection of journalists' rights, increased attention to the public responsibilities of journalists, and strengthening of journalists' professional associations.

The data collection strategy included the following components:

- *Document review:* A comprehensive review of all program-related documents from the evaluation period, including concept papers, proposals, grant agreements, final reports, trip reports, interim reports, and cable correspondence with U.S. missions.

- *In-country face-to-face interviews and focus groups:* Between December 2008 and February 2009, face-to-face interviews and focus groups were conducted with past IVLP participants in Argentina, Azerbaijan, Tanzania and Tunisia.

- *Survey:* The evaluation team conducted an online survey of past participants around the world from August 2009 to April 2010.

The evaluation results presented in this report rely primarily on the global online survey, supported and illustrated by the other methods.

Participant Objectives for Attending the IVLP

Learning about the United States, especially its society and culture, was the most common objective for attending the program. In addition, most survey respondents wanted to learn about U.S. journalism practices, how a free press works in a democracy, and general journalism skills. Most respondents also looked forward to networking with fellow media professionals from the United States and around the world. On the whole, these objectives aligned with IVLP goals for mutual understanding, learning and growth.

New Knowledge and Skills

The IVLP has been quite effective in improving participants' knowledge and skills in all areas, as demonstrated by the following findings:

- The vast majority of respondents reported that their knowledge of U.S. society, government and policymaking, as well as the role of the media in a democracy, had increased "a great deal" or "a good deal" as a result of the program.

- Most respondents learned more about U.S. media relations with other sectors, especially the Government.

- Most respondents reported increased knowledge of specific subjects addressed during the program, especially human rights and corruption issues.

- Most respondents learned "a great deal" or "a good deal" about critical journalism skills, such as analyzing information, developing ideas, finding credible sources and developing interview questions.

- Most respondents substantially improved their knowledge of alternative media and their skills in new technology, especially how to develop web content and manage online media.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 4

Application of Learning and Skills

Participants reported that their new knowledge and skills had made a substantial impact on their work when they returned home. The following findings are illustrative:

- More than 90 percent of survey respondents have applied their new knowledge of the United States and the role of the media in a democracy in their work.

- Respondents have applied their knowledge of all the specific subjects they learned about on the IVLP. Most notably, more than 90 percent of them have applied their increased understanding of human rights.

- Most respondents have applied their increased knowledge of media ethics and standards, as well their improved journalism skills, to their work at home.

- The great majority of respondents have applied their new skills and knowledge in technology and alternative media. These skills proved very useful to their employers and to their own career advancement.

Professional Development and Career Advancement

Participants reported that the new skills and knowledge they have gained and utilized have helped them to develop professionally and to further advance their careers. In fact, at the time of the global survey in 2010, more than three-quarters of the respondents noted that their participation in the IVLP had resulted in some kind of career change, especially taking on new responsibilities, such as working on web content. For many participants, taking on new responsibilities went hand in hand with a new leadership role and/or promotion. Specifically, many participants were promoted from journalist positions to editorial or management positions.

In addition, many participants shifted to a new focus in their work as a result of the new knowledge or expertise they acquired on the IVLP, such as increasing their coverage of U.S. events or corruption issues.

Knowledge-Sharing

After returning home from the program, participants shared information from their experience with others in four key ways:

1. ***Educating the workforce:*** Most respondents shared their knowledge and experience by training coworkers.

2. ***Sharing through professional forums:*** Most respondents shared their knowledge with other media professionals through a variety of forums, especially by speaking at local press clubs.

3. ***Educating beyond the workforce:*** Many program participants took opportunities to share their knowledge with students, either by teaching a course, or by making a presentation at a university or school of journalism.

4. ***Sharing through the media.*** Some participants also shared their knowledge and experiences through a variety of media, most commonly by writing articles for professional journals.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 5

In addition, respondents reported that they had earned increased respect and status among their colleagues, as well as in the eyes of their superiors, because of the knowledge they had shared. In fact, the majority of respondents now feel that they are considered "experts" about journalism and media techniques, practices and standards.

Organizational Changes

The evaluation demonstrated that many IVLP participants, after returning home, undertook initiatives that resulted in organizational changes. The most common initiatives were (1) to encourage more teamwork and collaboration and (2) to help their organizations adopt new ethical or professional standards. In addition, more than a third of respondents helped to establish new management practices based on what they learned in the United States, such as creating a more coherent organizational structure or establishing standard training programs for new hires. In addition, nearly half the respondents helped their media outlets to develop new processes for writing articles and/or to begin reporting in new subjects or fields.

Increased Linkages and Professional Networking

At the time of the online survey in 2010, more than three-quarters of survey respondents were still in touch with fellow IVLP participants. Those who stayed in touch described their relationships with fellow journalists within their region or across the world as extremely valuable and mutually beneficial. Some of them reported that they frequently collaborate by exchanging information for reports. In addition, a third of the respondents have stayed in touch with U.S. media professionals they met on the program.

The Role of Journalists and Media in Society

An important part of this evaluation was to explore how past program participants now understand their role as journalists, and that of the media in their societies, including what kinds of challenges they face. Most respondents agreed that providing objective coverage of current events is the most important function of journalists. At the same time, a substantial proportion of respondents believe that a journalist's most important function is either to draw attention to societal problems or to act as a watchdog.

In keeping with these priorities, most respondents reported that they have used the knowledge gained on the IVLP to advocate for greater freedom of the press and a stronger journalism profession. In particular, two-thirds of respondents have advocated for freedom of information since returning from the program.

The majority of respondents also have faced challenges in trying to apply their program learning in their work, most commonly difficulty accessing information, difficulty finding credible sources, and insufficient resources. Nonetheless, most respondents have acquired the confidence and motivation to continue striving to change the media environment in their countries despite the challenges. In fact, many of them emphasized that their IVLP experience had imbued them with a greater sense of the importance of their profession.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 6

Program Value and Effectiveness in Meeting Participant Objectives

Most respondents agreed that their IVLP experience had completely met their expectations. Furthermore, many respondents described the program as pivotal in their careers, their self-perceptions, and their sense of purpose as journalists and media professionals.

While participants found every component of the program quite useful, they identified the following elements as the most useful: site visits at national and regional media outlets, interviews with local media, and meetings and panel discussions with media officials. Essentially, they felt that nothing compares with getting an inside view of the workings of a media outlet.

In addition to the media-specific skills and knowledge gained on the program, some respondents pointed out that the program experience as a whole had broadened their worldview. In this vein, one participant explained, "The greatest lesson you learn on the IVLP is that you must … understand different points of view and respect different ways of looking at things."

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 7

I. Introduction: Program and Evaluation Overview

A. Program Description

The International Visitor Leadership Program (IVLP) provides short-term professional exchange opportunities for leaders from other countries in selected professional fields through first-hand experience in the United States and dialogue with American counterparts across the country. Of the approximately 5,000 IVLP visitors annually, media professionals represent an important target group and are considered a key "multiplier" in reinforcing the U.S. State Department's other goal areas. Between FY 2001 and FY 2006 (the period covered by this evaluation), more than160 IVLP projects engaged more than 1,600 journalists and media professionals in groups from a particular country or region, or from different regions of the world on selected topics.

Participants are nominated by U.S. embassy staff in response to annual regional and multi-regional project offerings developed by the Office of International Visitors (OIV) of the Bureau of Educational and Cultural Affairs (ECA), as well as for country-specific projects requested by individual missions. Key themes across projects include the following:

- fundamentals of print and broadcast journalism
- investigative journalism
- the role of a free and independent media in a democracy
- U.S. political system for journalists

IVLP projects average three weeks and involve activities in Washington, D.C., and three or four other cities. Numerous professional meetings with U.S. counterparts and specialized site visits to national and regional media outlets are organized to provide participants with an appreciation of the ethnic, cultural, political and socioeconomic diversity of the United States. Participants often are hosted by American families and participate in cultural activities during their stay. ECA's OIV partners with selected nonprofit organizations (e.g., National Program Agencies and community-based voluntary groups that are members of the National Council for International Visitors) to implement program activities in multiple locations throughout the United States.

ECA funds and administers the IVLP. In doing so, the Bureau enters cooperative agreements with National Program Agencies, which, during the evaluation period, included the following:

- Academy for Educational Development
- Graduate School, International Institute
- Institute of International Education
- Meridian International Center
- Mississippi Consortium for International Development
- Phelps Stokes
- World Learning Visitor Exchange Program

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 8

B. Evaluation Methodology

In consultation with the program staff, the evaluation team developed key program goals and outcomes, which formed the basis for the data collection strategies, as detailed below.

1. Key Goals and Outcomes

The evaluation team identified the following key goals and outcomes for the IVLP.

New Knowledge and Skills

Participants develop increased knowledge or skills, and/or new areas of interest or expertise in the following areas:

- *U.S. journalism and media environment* (e.g., diversity of outlets; legal, regulatory and institutional environment; emerging electronic media; grassroots reporting; coverage of state and local government)

- *Democracy in the United States* (e.g., federalism, rule of law, civic participation in the democratic system)

- *The role of the media in a democracy* (e.g., role and responsibilities of a free press, the media as a watch dog/fourth estate)

- *U.S. society, people and values* (e.g., religious and ethnic diversity/multiculturalism; American civic life, volunteerism and economy)

- *Journalism and media knowledge and skills* (e.g., fundamentals of print journalism, broadcast journalism, investigative reporting and media management; objective reporting; media ethics; professional standards and practices; independent media)

Application of Learning and Skills

- Participation in program changes participants' approach to work practices: content development and reporting, editing, production, media management, etc.

- Participants use new media sources from the United States or other countries not previously accessed (e.g., newspapers, journals, radio/TV broadcasts, internet).

- Participants start using new technology at work.

- Participants use information gained about American political, economic and/or social structures when forming professional opinions about the United States.

- The exchange informs participants' coverage (broadcast or print) of developments and issues in the United States and/or in other countries.

- Participants report more accurately and objectively.

Professional Development/Career Advancement

- Participants attain promotion or make a change in their career track as a result of their program experience.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 9

- Participants take on new leadership roles or professional responsibilities at work or in professional organizations.
- Participants share knowledge and skills from program experience with colleagues back home.

Knowledge-Sharing

- Participants write articles (or develop broadcast content) on topics of their choosing or topics covered during the program.
- Participants share knowledge and skills from program experience with colleagues back home.
- Participants demonstrate use of new technology to coworkers.
- Participants communicate learning to a broader audience outside the workplace: e.g., by making presentations at local press clubs or journalism schools, or by creating a website or blog.
- Participants introduce new topics, source materials or instructional methods in journalism education and training programs.
- Participants conduct journalism training in non-university settings.
- Participants contribute to professional journals (local, regional, international).
- Participants write academic or non-academic books.

Organizational Changes

- Participants effect changes in editorial and managerial practices in their media organizations or outlets.
- In the long term, changes in coverage of cross-cutting themes and issues in the United States or other countries are sustained by the media organizations or outlets.

Increased Linkages and Professional Networking

- Participants join formal journalist or media networks (local, regional, international).
- Participants communicate learning to a broader audience outside the workplace: e.g., by making presentations at local press clubs or journalism schools, or by creating a website or blog.
- Participants use their exchange experience to encourage colleagues to develop or to expand their interest in and links to the United States, as well as to other journalists, broadcasters and professional media associations.
- Participants develop (and maintain) ongoing ties with individual journalists or broadcasters, media organizations and academic institutions as a result of their exchange experience.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 10

The Role of Journalists and the Media in Society

- Participants advocate for protection of journalists' rights, increased attention to the public responsibilities of journalists, and strengthening of journalists' professional associations.

2. Data Collection Strategy

The two-year evaluation of the IVLP, carried out from 2008 through 2010, used a multi-stage, mixed-method data collection strategy to evaluate the program from FY2001 to FY2006. The evaluation included the following components:

- **Document Review:** The first stage of the evaluation was a comprehensive review of all documents—both electronic and hard-copy—from the evaluation period. The document review took place in Washington, D.C., and included concept papers, proposals, grant agreements, final reports, trip reports, interim reports and cable correspondence with U.S. missions.

- **In-Country Face-to-Face Interviews and Focus Groups:** Between December 2008 and February 2009, in-country qualitative research was conducted in four countries. Specifically, face-to-face interviews were conducted with past IVLP participants in Argentina, Tanzania and Tunisia. In the fourth country, Azerbaijan, past IVLP participants participated in several focus groups. (Qualitative research for all three programs covered in this evaluation was conducted in the same four countries.) The purpose of this qualitative research was to illuminate the quantitative findings from the surveys.

- **Global Online Survey:** From August 2009 to April 2010, past IVLP participants around the world were given the opportunity to respond to an online survey about their experiences. The survey was available in Arabic, English, French, Russian and Spanish.

C. Respondent Profile

The respondents to the online survey were a diverse group, as follows:

- *Age:* Most respondents (53%) were between the ages of 31 and 40, while a third (31%) were between the ages of 41 and 50. Only a few respondents were under 30 or over 50 years of age.

- *Gender:* The ratio of males to females was 2 to 1, with 67 percent male respondents and 33 percent females.

- *Region:* The respondents represented a cross-section of all regions covered by the IVLP, including Africa (32%), Europe/Eurasia (20%), East Asia/Pacific (13%), South/Central Asia (13%), Middle East/North Africa (12%) and Western Hemisphere (9%).

- *Year of program participation:* Most of the respondents participated in the program in 2004 or later, with the greatest percentage (26%) having attended in 2006. Less than a quarter (23%) of respondents attended the program in 2002 or 2003.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 11

The evaluation also included a broad range of former IVLP participants in the in-country qualitative research. These participants included males and females, mostly between the ages of 35 and 45. They represented a wide range of media professions—including TV executives, radio producers, newspaper editors, web developers and designers, reporters, journalists and production staff—from government, opposition and independent outlets. In all four countries, most participants had approximately 10-20 years of experience, and many were considered "experts" in their fields. The greatest number of former IVLP participants involved in the qualitative research was in Tunisia, followed by Azerbaijan and Argentina. (Only one IVLP participant was interviewed in Tanzania.)

D. Results

The evaluation results presented in this report rely primarily on the global online survey, supported and illustrated by the other methods. The results provide important insights into the longer term outcomes and impact of the program based on the views of participants.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 12

II. Participant Objectives for Attending the IVLP

Those who took part in the IVLP came to the United States eager to develop professionally and to learn more about this country and the role of the media in a democratic society. As shown in Chart 1, learning about the United States was the most common objective for attending the program: 82 percent of survey respondents wanted to learn about the American people, society and culture. In addition, the majority (59%) of respondents were eager to learn more about the U.S. government, politics and policies, as well as how a free press works in a democracy (66%). The following comments are illustrative:

> *I wanted to take part in the program because the U.S. is the first power in the world, and it is important to be familiar with its media and to understand how the media work in a democracy.[1]*

> *My objective was to try to understand the American society and to increase my knowledge of how the American system works. Also, I wanted to understand the role of the media after September 11.[2]*

Chart 1. Primary Objectives for Attending the IVLP
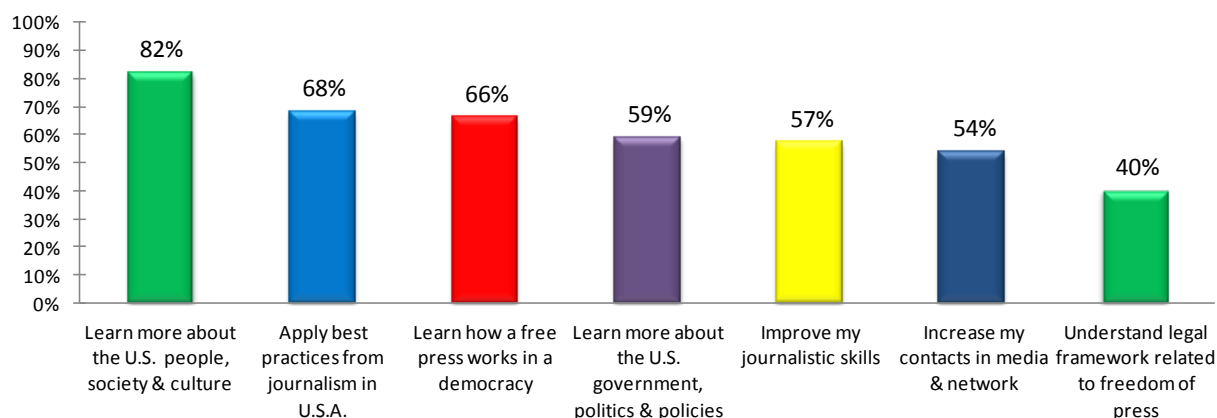
Ref: Global Online Survey 2010; n=54

In terms of professional growth, most respondents also saw the program as an opportunity to learn U.S. journalistic practices that they could apply in their own work (68%) and to improve their journalistic skills in general (57%). Finally, most respondents (54%) also looked forward to networking with fellow media professionals from the United States and around the world. For example, one participant wanted "to find out and see what other international journalists in other countries were doing in their job[s]."[3]

On the whole, the participants' objectives for taking part in the IVLP aligned with the program goals for mutual understanding, learning and growth, which will be discussed in Section III.

---

[1] In-depth interview, Tunisia.
[2] In-depth interview, Argentina.
[3] In-depth interview, Tanzania.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 13

III. New Knowledge and Skills

One of the most essential outcomes of IVLP participation is that participants develop new knowledge and skills in a variety of areas. Specifically, the journalism and media exchanges enable participants to increase their understanding of U.S. society and democracy, and the role/function of the media in such a society; to increase their knowledge of and ability to report on specialized subject areas; to improve their general reporting skills; and to improve their knowledge of emerging electronic media. This section illustrates that the IVLP has been quite effective in improving the participants' knowledge and skills in all of these areas, thus building the groundwork for fulfillment of longer term program goals.

A. Learning about the U.S. Government, Society and Media

As shown in Chart 2, the vast majority of survey respondents reported that their knowledge of U.S. society, U.S. Government and policymaking, as well as the role of the media in a democracy, had increased "a great deal" or "a good deal" as a result of the program.

Chart 2. Extent to Which Participants Increased Knowledge/Understanding: U.S. Government & Society
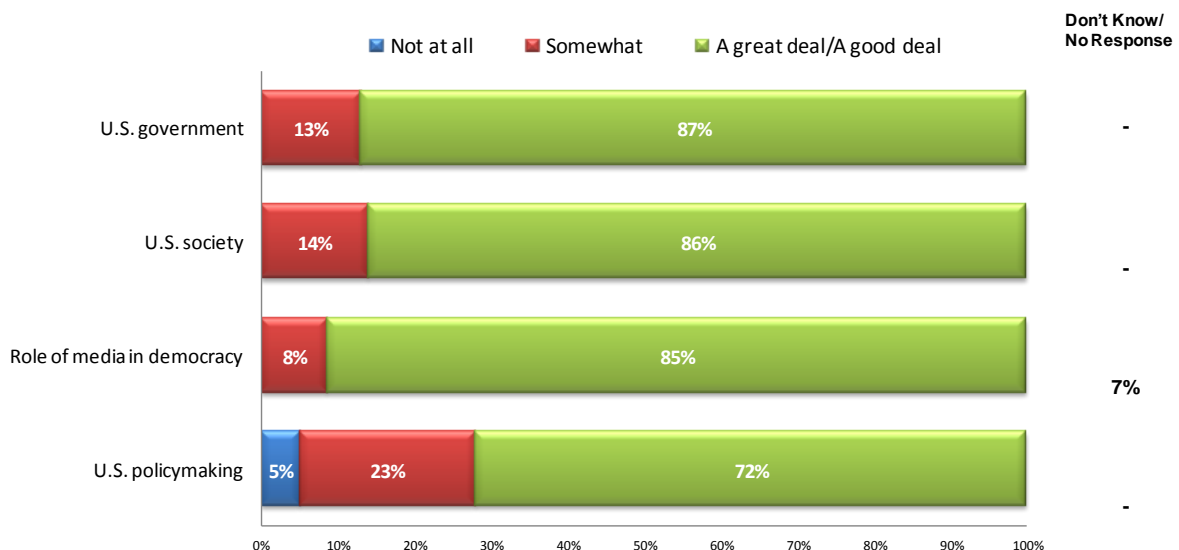
Ref: Global Online Survey 2010; n=54

As mentioned in Section I.A, the IVLP exchange program typically involves visits to various cities in order for participants to get a sense of the wide cultural diversity in U.S. society. Indeed, learning about U.S. society was the respondents' top objective for participating in the program (see Chart 1). As shown in Chart 2, 100 percent of the survey respondents learned more about U.S. society during the program. The following comment is illustrative: "I learned about the

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 14

strength of civil society in the United States and significantly changed the way I view the U.S. … I also learned that there are different regions in the U.S. with their own unique interests."[4]

Furthermore, as shown in Chart 3, most respondents reported substantially increased understanding ("a great deal" or "a good deal") of U.S. media relations with other sectors, especially the Government (81%). Indeed, in the qualitative research, several participants expressed their surprise at how much influence the media has on the Government and other public institutions. For example, one participant commented, "I learned … how much more powerful the media is in the United States than in [my country]. In the United States, the media can put pressure on government officials.[5]

Chart 3. Extent to Which Participants Increased Knowledge/Understanding: Media Relations
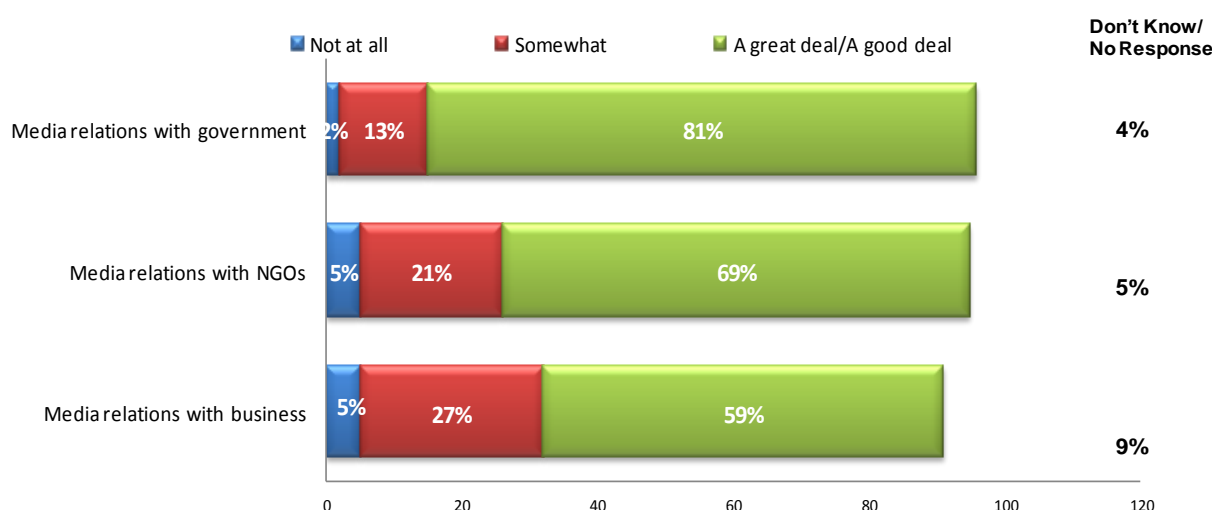
Ref: Global Online Survey 2010; n=54

These results support the IVLP's goal of increasing participants' understanding of U.S. society and the role of the media in a democracy.

B. Learning about Specific Subject Matter

In addition to providing participants with opportunities to learn more about the United States, IVLP exchanges often incorporate learning about specific themes via meetings with subject-matter experts, panel discussions, or theme-focused visits to media outlets. The results of the evaluation demonstrate that the program did increase participants' knowledge of such subjects.

---

[4] In-depth interview, Tunisia.
[5] In-depth interview, Tunisia.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 15

Subject themes varied among groups, depending on the interests and expertise of that particular set of participants. As shown in Table 1, the themes that were most prevalent in the programs attended by online survey respondents were human rights (22%), religious and ethnic diversity (21%), "anti-corruption" (16%), economics and business development (14%), women in society (12%) and human trafficking (12%).

Table 1. Themes of Programs Attended by IVLP Respondents[6]

Theme	% of respondents
Human rights	22%
Religious and ethnic diversity	21%
Anti-corruption	16%
Economics and business development	14%
Women in society	12%
Trafficking-in-persons	12%
Conflict resolution and mitigation	10%
Environment	10%

Ref: Global Online Survey 2010; n=54

Correspondingly, these themes were the same areas in which the greatest numbers of respondents reported gaining increased knowledge, as shown in Chart 4. Most notably, more than half (55%) of the respondents learned "a great deal" or "a good deal" about human rights. Furthermore, more than 8 in 10 respondents reported that their understanding of both human rights (86%) and corruption issues (81%) had increased at least "somewhat" as a result of the IVLP.

Chart 4. Extent to Which Participants Increased Knowledge/Understanding: Subject Matter
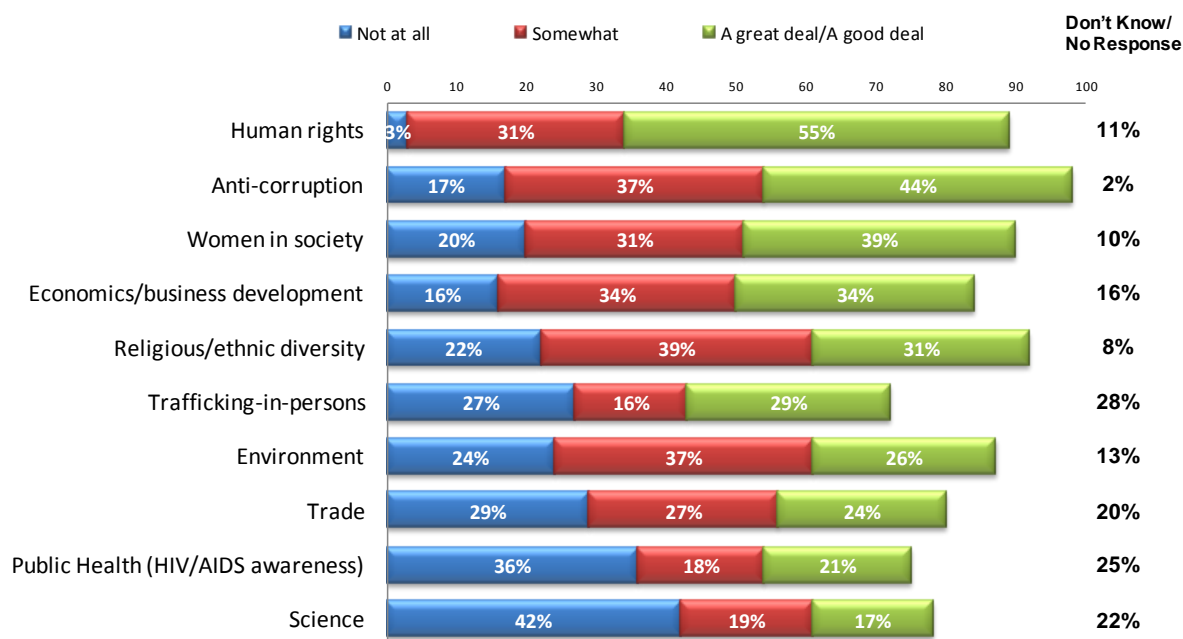
Ref: Global Online Survey 2010; n=54

---

[6] This question allowed for multiple answers, hence the figures do not add up to 100%.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 16

These gains in knowledge and understanding of specific subject matter support the IVLP's goal of helping participants develop new areas of interest or expertise, as will be discussed further in Section IV.A (Application of U.S. and Subject Matter Knowledge) and Section V (Professional Development and Career Advancement).

C. Learning about Journalism Knowledge and Skills

In addition to the knowledge areas already discussed, survey respondents also reported substantial gains in improving specific reporting skills. As shown in Chart 5, the majority of respondents learned "a great deal" or "a good deal" about critical journalism skills, such as analyzing information (68%), developing ideas (66%), finding credible sources (59%) and developing interview questions (52%). In addition, about half (49%) of the respondents learned "a great deal" or "a good deal" about posing questions and/or producing broadcast programs.

Chart 5. Extent to Which Participants Increased Knowledge/Understanding: Journalism Knowledge and Skills
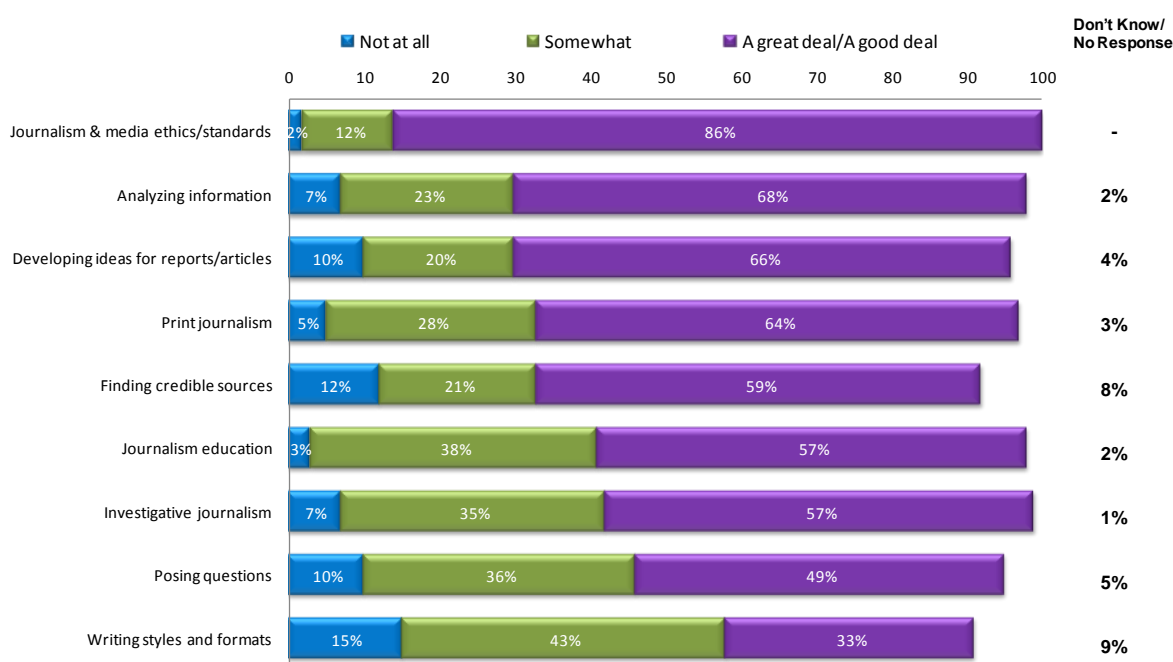
Ref: Global Online Survey 2010; n=54

In the qualitative portion of the evaluation, many respondents explained that they especially learned a lot about how these skills apply to investigative journalism, which was a focus of the programs attended by a third (36%) of the respondents. In fact, as shown in Chart 5, the majority (58%) of respondents felt that they had learned "a great deal" or "a good deal" about investigative journalism. For example, one interviewee commented, "This program honestly helped me to strengthen my capabilities as an investigative reporter,"[7] while another appreciated

---

[7] In-depth interview, Tanzania.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 17

learning "how extensive and deep research has to be in order to write a report."[8] As will be discussed in Section X.A, in some cases the visits to local media outlets were particularly useful in helping participants understand how investigative journalism is conducted in the United States.

These results demonstrate that the IVLP has led to an overall increase in participants' skills applicable to print journalism, broadcast journalism and investigative journalism.

D. Learning about Alternative Media and New Technologies

In addition to general reporting skills, most respondents acquired valuable skills in new technology, especially how to develop web content and manage online media. As shown in Chart 6, the majority (52%) learned "a great deal" or "a good deal" about new technologies. Furthermore, the great majority of respondents (66%) developed a greater understanding of alternative media (either "a great/good deal" or "somewhat"). As will be discussed in other sections of this report, the skills and knowledge they developed in this area proved to be invaluable not only for their individual work, but for their employers.

Chart 6. Extent to Which Participants Increased Knowledge/Understanding:
New Technologies and Alternative Media
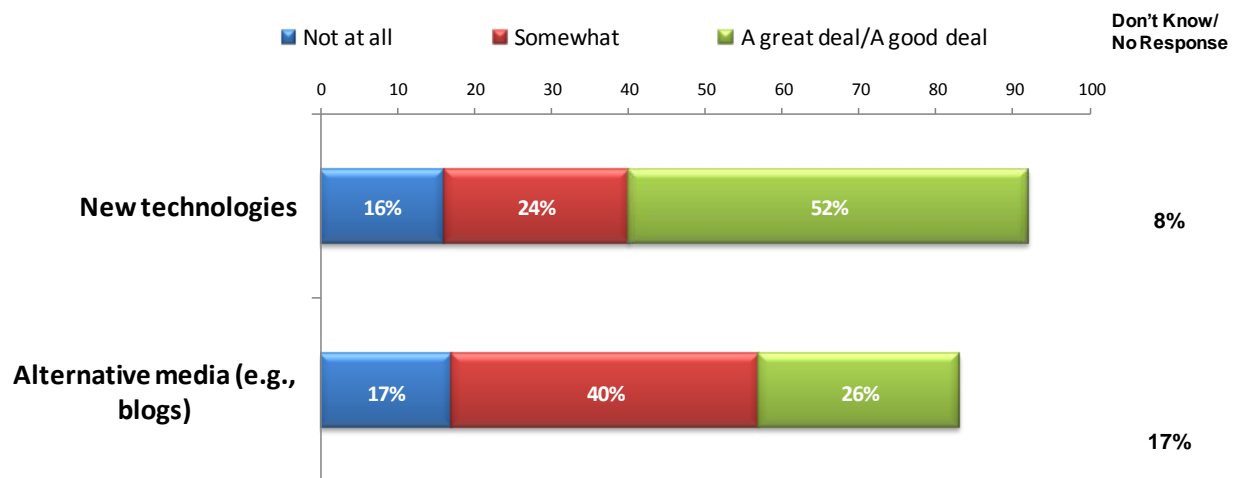
Ref: Global Online Survey 2010; n=54

These results demonstrate that the IVLP has led to increasing participants' knowledge of emerging electronic media.

---

[8] In-depth interview, Argentina.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 18

IV. Application of Learning and Skills

An important outcome of the IVLP is that participants apply the new knowledge and skills they have developed in their own work when they return home. The survey results demonstrate that, indeed, their new knowledge and skills made a substantial impact on their work.

A. Application of U.S. Knowledge

The evaluation demonstrated that IVLP participants were able to incorporate their newly acquired knowledge of the United States into their work at home. In fact, as shown in Chart 7, more than 90 percent of survey respondents applied their new knowledge of all U.S.-related subjects in their work, most of them "a great deal" or "a good deal." Most notably, nearly all the respondents (96%) applied their knowledge of the role of the media in a democracy, which was a key theme in the programs attended by nearly two-thirds (62%) of survey respondents.

Chart 7. Extent to Which Participants Applied Knowledge Gained on Program:
U.S. Society and Media Relations
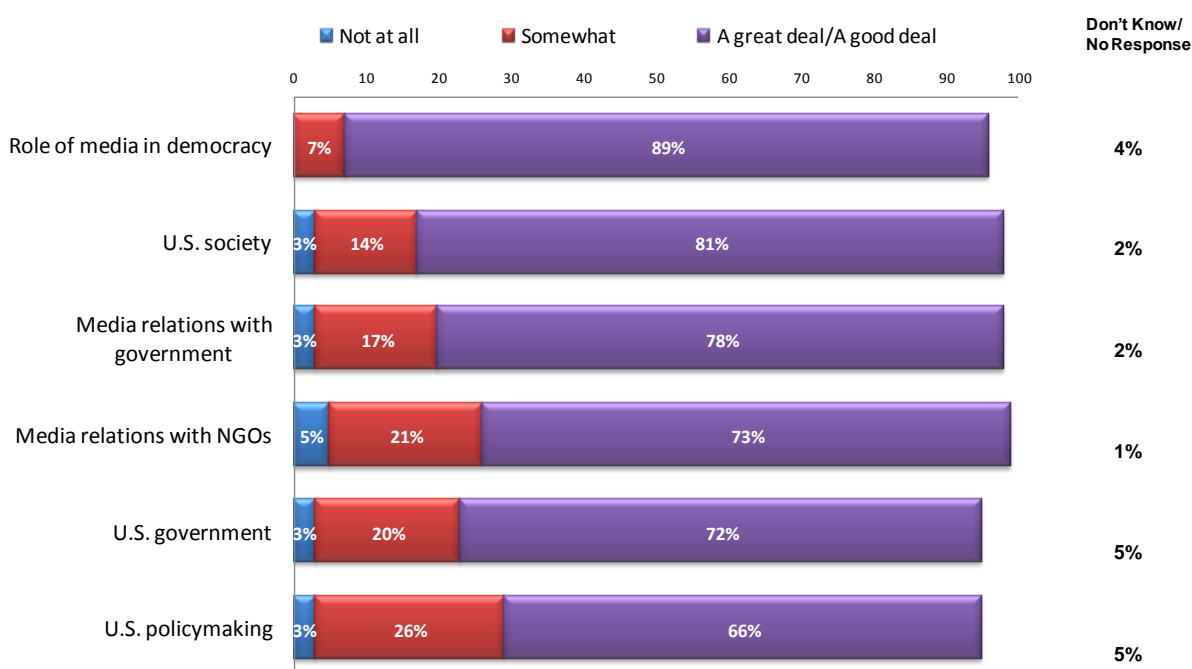
Ref: Global Online Survey 2010; n=54

The high figures for application of U.S.-related knowledge indicate that the program provided information that could influence participants' professional opinions about the United States, as well as their coverage of U.S. events, over the long term.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 19

B. Application of Subject Matter Knowledge

Respondents also have applied their knowledge of all the specific subjects they learned about on the IVLP. Most notably, as shown in Chart 8, more than 90 percent of respondents applied their knowledge of human rights at least "somewhat"; more than half (57%) have done so "a great deal" or "a good deal." (As noted in Section III.B, human rights was the subject that the greatest number of respondents had learned about during the program.)

Chart 8. Extent to Which Participants Applied Knowledge Gained on Program: Subject Matter
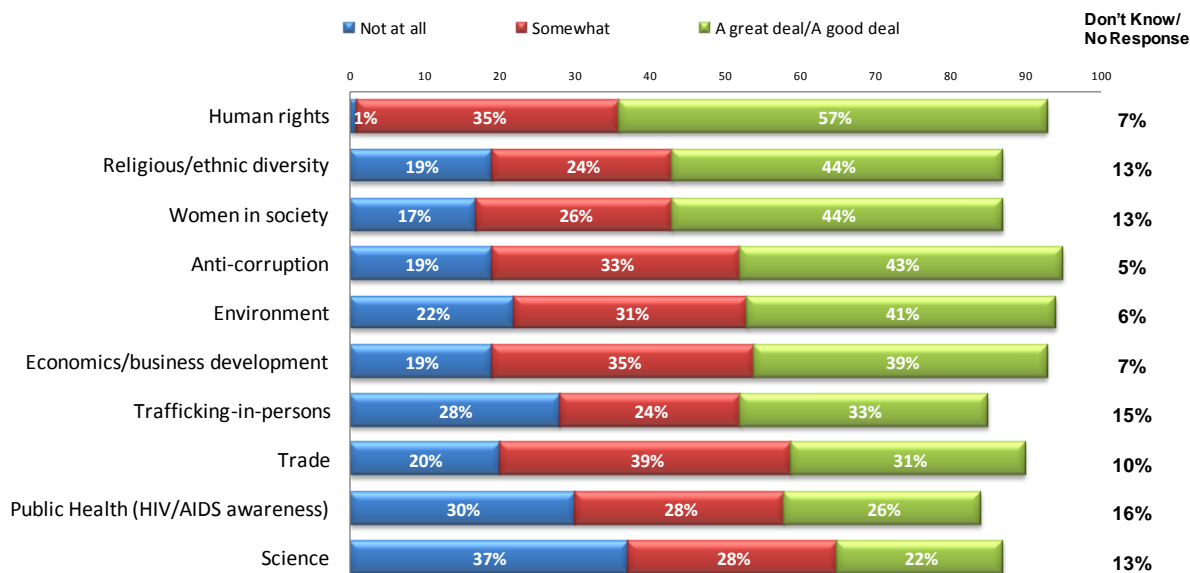
Ref: Global Online Survey 2010; n=54

In the qualitative research, a few respondents gave examples of how they applied their knowledge of these subjects to their own reporting. For instance, one participant wrote "a lot of pieces on anti-corruption issues" after returning home,[9] while another used new knowledge from the program to write articles about the human trafficking situation in their country.[10]

These outcomes demonstrate that the IVLP has fulfilled its goal of piquing participants' interest in new subjects, as well as motivating them to report on these subjects after they return home.

C. Application of Journalism Knowledge and Skills

As with subject matter, most survey respondents were able to apply their increased knowledge of media ethics and standards, as well as their improved journalism skills, upon returning home. In fact, as shown in Chart 9, most respondents have applied their skills or knowledge in nearly every category "a great deal" or "a good deal."

Chart 9. Extent to Which Participants Applied Knowledge Gained on Program:

---

[9] In-depth interview, Tanzania.
[10] In-depth interview, Argentina.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 20

Journalism Knowledge/Skills

Ref: Global Online Survey 2010; n=54
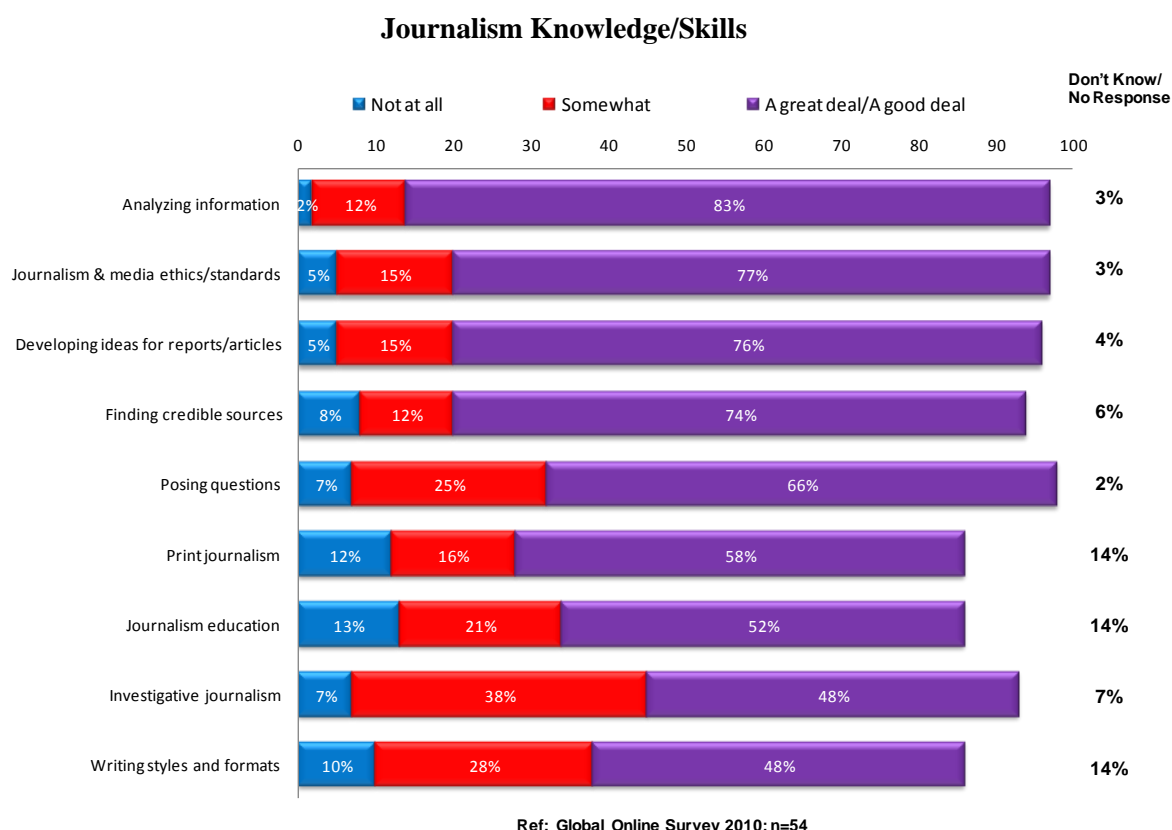
In particular, at least two-thirds of respondents have utilized the following reporting skills "a great deal" or "a good deal: analyzing information (83%), developing ideas (76%), finding credible sources (74%) and posing questions (66%). In this regard, one participant explained how the IVLP experience has helped them get more information from sources:

> *One of the greatest skills [I acquired] was how to use sources more effectively. Some of the methods used by the Americans are not unique or new, but it's more how they take advantage of sources and gather more information in how they ask the questions. Already I have used these skills and gotten better responses from my sources.[11]*

Additionally, three-quarters (77%) of respondents have applied their increased understanding of journalism and media ethics and standards.

These results indicate that the skill set acquired during the IVLP may have changed participants' approach to their work practices. In addition, the ability to analyze information and use credible sources—two of the applied skills included in Chart 9—are key elements in achieving more accurate and objective reporting, which is one of the long-term goals of the IVLP's journalism and media projects.

---

[11] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 21

D. Application of New Technology Knowledge and Skills

The IVLP enhances the skills of participants in the area of new technology—as well as their knowledge of alternative, online media—so that they can keep up with the rapidly developing methods of providing news and content to their audiences. Indeed, as mentioned in Section III.D, most survey respondents substantially improved their knowledge and skills in these areas while on the program.

The survey results demonstrate that the great majority of respondents had the opportunity to apply this knowledge upon returning home. Indeed, as shown in Chart 10, three-quarters (77%) of respondents have applied their new technology skills in their work ("somewhat" or "a great/good deal"), and more than two-thirds (69%) have applied their knowledge of alternative media. As an example of how participants have applied their technology skills, one participant has incorporated multimedia elements into their TV programs: "I learned about the importance of multimedia in supporting reporting on economics or other issues. I try to use multimedia now in my presentations on television."[12]

Chart 10. Extent to Which Participants Applied Knowledge Gained on Program: Technology
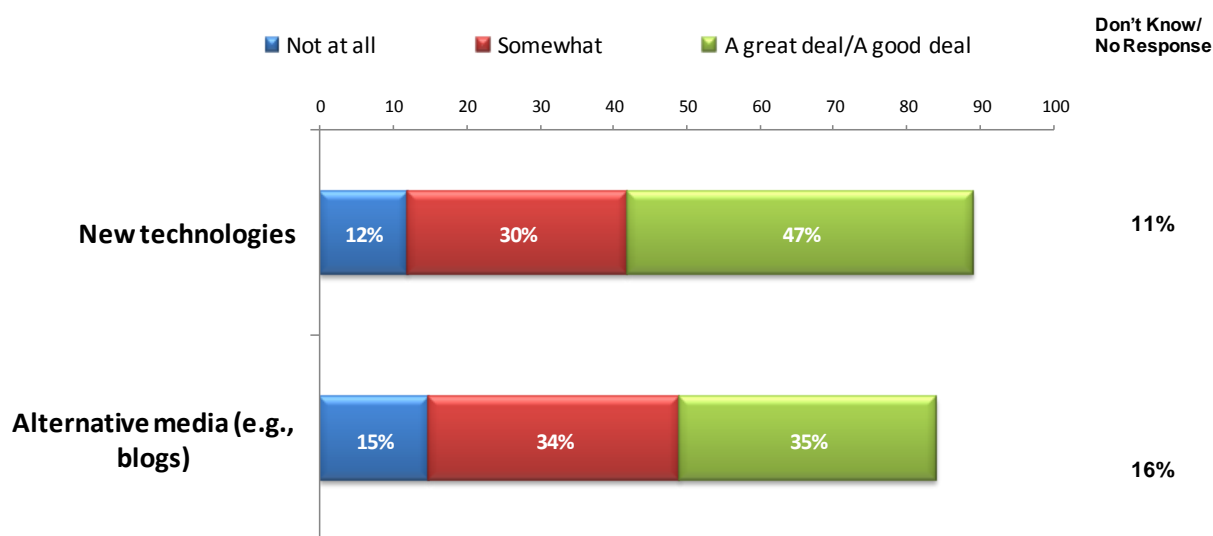
Ref: Global Online Survey 2010; n=54

Other participants explained that they were able to apply these skills to developing online content for their media outlets and/or enhancing their outlets' websites. As will be discussed in Section V, in some cases these new skills provided participants with new opportunities at work.

These results support the IVLP's goal that participants will begin to use new technology in their work.

---

[12] In-depth interview, Tunisia.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 22

V. Professional Development and Career Advancement

One of the longer term goals of the IVLP is for participants to benefit from the new skills and knowledge they have gained and utilized to develop professionally and further advance their careers. The evaluation demonstrates that the program has been quite effective in this area.

In fact, at the time of the global online survey in 2010, more than three-quarters (78%) of the respondents reported that their participation in the IVLP had resulted in some kind of career change. As shown in Table 2, the most common change (62%) was for participants to take on new professional responsibilities after returning to their jobs. In many cases, the new responsibilities involved utilizing their new technology skills to work on web content. For example, one participant wrote, "Having participated on the IVLP, I am better positioned to help develop these [internet] tools for our newspaper. … I work more on online content now than I did before."[13]

Table 2. Career Changes as Result of IVLP Participation[14]

Change	% of respondents
New professional responsibilities	62%
Change in journalism focus (subjects covered)	50%
New leadership role	38%
Job promotion	26%
New job within the media sector	21%
New career outside the media sector	19%

Ref: Global Online Survey 2010; n=42

In addition, for many participants, taking on new responsibilities went hand in hand with a new leadership role and/or promotion, as illustrated by the following comment:

> *On returning home, I helped to develop our online content and upgrade our website. My editor-in-chief was impressed with the skills I used and promoted me to an editorial position with responsibility for web content. This opportunity would likely not have been presented to me had I not participated on the IVLP, as the skills I acquired while in the USA helped me develop the ideas I used.[15]*

In fact, the survey revealed an overall trend of journalists moving into editorial or management positions. Whereas 4 in 10 survey respondents (39%) had been journalists or reporters at the time of the program, only 15 percent remained in this category at the time of the online survey—a dramatic decrease of 24 percentage points. At the same time, the percentage of respondents self-identifying as editors or editors-in-chief increased substantially: from 15 to 23 percent (for editors) and from 14 to 22 percent for editors-in-chief. The following quotes are illustrative:

---

[13] Global online survey, 2010.

[14] This question allowed for multiple answers, hence the figures do not add up to 100%. Rather, many respondents noted that they had experienced more than one change in their careers.

[15] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 23

Before the trip, I was a journalist with [the news agency], and upon returning, I became the director.[16]

I was a journalist with a newspaper at the time of the program. On my return, I had the good fortune to be included in a team developing our new editorial department. I was promoted to Assistant Editor and have since become Editor-in-Charge. The knowledge and skills I gained on the program strengthened and helped my career.[17]

Similarly, some participants who work in broadcast media moved into producer positions, as evidenced by the slight increase in the percentage of respondents holding such positions, from 8 percent before the program to 12 percent at the time of the survey.

Some IVLP participants indicated that their new positions came about at least in part because of the increased self-confidence they had gained from participating in the program. For example, one participant gained the confidence to accept a senior position that they previously had been uncertain about: "The program helped me to decide to accept the offer of being the executive producer of the newscast program I work for."[18] In other cases, participants took the initiative to introduce new ideas that resulted in promotion, as in the following example:

After I returned home, I was asked to prepare content specifically for our website. I had seen ideas I liked on some of the U.S. media websites, so I suggested some changes [that] should be made to how we present our content for the web. My superiors liked my idea, and they promoted me to a management position focused on our website.[19]

Not only were participants promoted to new leadership roles, but many of them also received a salary increase, which they credited to their IVLP experience, as illustrated by the following quotes:

I firmly believe that my participation on the IVLP helped me to gain a promotion and salary increase. I was able to produce more professional materials and in a more attractive manner. It showed my superiors that I had gained expertise as a journalist.[20]

The IVLP was integral to my being promoted. Prior to going to the U.S., I was dissatisfied with my position, but because I brought new ideas and new learning back with me, my superiors saw my new potential and offered me better terms and conditions in order to keep me.[21]

---

[16] In-depth interview, Tunisia.
[17] In-depth interview, Tanzania.
[18] In-depth interview, Argentina.
[19] Global online survey, 2010.
[20] Global online survey, 2010.
[21] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 24

Another common career change among IVLP participants was a shift in focus to new subject matter. As shown in Table 2, 50 percent of those who experienced career change made such a shift. In the qualitative research, a few participants specified that they had increased their coverage of U.S. events or corruption issues as a result of the new knowledge and expertise they acquired on the IVLP:

> *Because of my understanding of the U.S. political system, the TV channel I work for decided to send me to cover the U.S. elections.*[22]

> *The IVLP helped me significantly in my career, as it helped me to hone and develop my skills into other areas beyond health. I now frequently write articles on areas such as security, crime and corruption.*[23]

> *The focus of my reports has changed since I returned from the U.S. I used to cover mostly political scandals, but now I also write articles and content on white-collar crime, fraud and illegal trade.*[24]

Finally, some participants (19% of those who experienced career change) chose to pursue a new career outside the media sector. Their new employers include financial institutions, NGOs, regulatory bodies, universities and government agencies. As with other types of career changes, participants often credited their IVLP experience for motivating them to seek work in other sectors. For example, one participant explained that their visits to U.S. regional media outlets "contributed to [the] decision to become a head of a media-supporting NGO,"[25] while another has applied their media skills in the commercial sector:

> *I got a job working for a commercial sector company that uses media in the context of its clients. I spend my time monitoring the media and analyzing data on specific topics, ... and I have been able to use the skills from the program in my new position more than I could have done in my old job.*[26]

These results clearly demonstrate that the program has made a substantial impact on participants' professional development, in terms of new responsibilities, new leadership roles, promotion and/or changes in career track.

---

[22] In-depth interview, Argentina.
[23] Global online survey, 2010.
[24] In-depth interview, Argentina.
[25] Global online survey, 2010.
[26] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 25

VI. Knowledge-Sharing

A key goal of the IVLP is for participants to share the knowledge and skills they acquire in the United States with others when they return home. This section discusses how participants shared their knowledge with others, as well as how their peers and colleagues perceived them as a result of this knowledge-sharing.

A. Post-Program Sharing of Knowledge and Experience

Survey respondents reported that they shared their program learning extensively after returning home, via a wide range of methods, as shown in Chart 11.

Chart 11. Methods of Sharing Experience

Method	Percentage
Trained coworkers	63%
Discussed ideas at local press clubs	53%
Organized meetings/networked	35%
Created/joined a working group/journalist associations	28%
Made presentations at universities/journalism schools	21%
Wrote articles for professional journalists	19%
Taught/developed a university course	19%
Other	12%
Set up a professional newsletter	9%
Wrote non-academic books	9%
Wrote a professional blog	7%
Developed work website	5%
Wrote academic books	4%

Ref: Global Online Survey 2010; n=54

Overall, there were four key ways in which IVLP participants shared what they gained from the program: (1) educating the workforce, (2) sharing through professional forums, (3) educating beyond the workforce and (4) sharing through the media.

(1) Educating the workforce. As shown in Chart 11, most survey respondents (63%) shared their knowledge and experience by educating coworkers. In some cases, they conducted formal training sessions on specific skills or issues. For example, one participant was so impressed by the interviewing techniques used by U.S. journalists that they decided to provide this training for their colleagues,[27] while another participant established a series of training sessions to foster "creativity" and to address "some of the ethical issues" learned during the IVLP.[28] In other cases, participants shared their knowledge through informal conversations around the office:

---

[27] Global online survey, 2010.
[28] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 26

> *I have talked to my junior colleagues about the skills I was able to learn during my stay in the U.S.*[29]
>
> *After I returned from the program, my coworkers asked me about my experience. I had informal conversation[s] about what I had learned in the program.*[30]

As will be discussed in Section VII, some participants helped to establish permanent training programs for their media outlets based in part on the principles and practices learned during the IVLP.

(2) Sharing knowledge and experience through professional forums. In addition to training coworkers, many program participants shared their knowledge with other media professionals through a variety of forums. Most notably, the majority (53%) of survey respondents spoke at local press clubs. For example, one participant—who is the president of his local press club— spoke to the club members after his return from the United States to try to "remove many misunderstandings about the U.S. and to inform them about the U.S. media and society."[31]

In addition, many respondents organized meetings or networked with fellow professionals (35%), and/or created or joined professional associations in order to share their information and experiences (28%). One participant explained that the program had "inspired" them to get involved in journalism associations at home in order to help effect change in the profession.[32]

(3) Educating beyond the workforce. In addition, many participants took opportunities to share their knowledge with students. Specifically, 2 in 10 survey respondents reported that they had taught or developed a university course (19%), and/or made a presentation at a university or school of journalism (21%) as a way of sharing knowledge gained on the IVLP.

(4) Sharing through the media. Some participants also shared their new knowledge and experiences through a variety of media. Most notably, 2 in 10 respondents (19%) wrote articles for professional journals. For example, one participant wrote a series of articles about "what I learned in the United States and its support for diversity."[33] In addition, some participants created professional newsletters (9%), wrote professional blogs (7%) and/or developed new work websites (5%). Furthermore, several participants wrote books related to their IVLP experience (9% of respondents wrote non-academic books, and 4% wrote academic books). For example, one participant wrote a book about civic journalism: "I have been interested in civic journalism since I took part in the program, and published a book on the subject in 2008 that was distributed throughout the Arab world."[34]

All of these results support the IVLP's goals for how participants might share their knowledge with others at home: to convey new skills and knowledge to colleagues; to write articles on

---

[29] Global online survey, 2010.
[30] In-depth interview, Argentina.
[31] Global online survey, 2010.
[32] In-depth interview, Argentina.
[33] In-depth interview, Tunisia.
[34] In-depth interview, Tunisia.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 27

topics covered during the program; to join professional associations; to share their knowledge with the larger journalism community outside the workplace, such as via press clubs or blogs; to introduce new ideas into journalism education; to contribute to professional journals; and to write books sharing their new knowledge.

B. Post-Program Receptivity

Most survey respondents reported that they had earned increased respect and status among their colleagues and peers because of the knowledge they shared after returning from the program. In fact, as shown in Table 3, most respondents (60%) stated that their colleagues now view them as "experts" about journalism and media techniques, practices and standards, and often seek their advice. Another 25 percent are now considered "knowledgeable" in these areas.

Table 3. Colleagues' Perceptions of Participants After IVLP Experience

	% of respondents
Considered an "expert"	60%
Considered "knowledgeable"	25%
No change in perception	9%
Don't know/No response	6%

Ref: Global Online Survey 2010; n=54

The following comment illustrates the impact of the IVLP experience on colleagues' perceptions of participants' knowledge:

> *After I returned from the United States, I noticed a change in my colleagues at work in how they approached me. They asked for many meetings to discuss the program and even now they still come to me often for advice. This made me feel very good, as I now have their respect and am viewed as having expertise beyond that which I had before the program.*[35]

Furthermore, many participants mentioned that their direct supervisor or other superiors also perceive them as much more knowledgeable now than before the program. As discussed in Section V, in many cases employers' perception or recognition of participants' new skills and expertise acquired on the program resulted in new professional responsibilities or directions. The following participant's experience was typical: "I am perceived by my colleagues and supervisor as an expert in U.S. topics. I was the only one sent to cover the U.S. elections this year. I have the program to thank for this."[36]

The positive reaction of colleagues and superiors to participants' new knowledge and expertise is critical to participants being able to effect changes within and beyond their organizations.

---

[35] Global online survey, 2010.
[36] In-depth interview, Argentina.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 28

VII. Organizational Changes

A primary objective of the IVLP is to give participants the knowledge, understanding, skills and tools that will allow them to return to their home countries and become catalysts for developing and promoting journalistic excellence and advancement, both within their workplaces and in the field at large. Indeed, the evaluation demonstrated that most respondents undertook initiatives that resulted in such organizational changes.

The majority of respondents began at least one new initiative when they went back to work. As shown in Chart 12, the most common initiative was to encourage more teamwork (58%). Along the same lines, many respondents reported that they facilitated collaboration among journalists (38%). For example, one participant explained that as a result of their IVLP experience, "old and young reporters" in their media organization are now "joining together to work out new ways to collaborate professionally."[37]

Chart 12. Initiatives Undertaken at Work as Result of IVLP
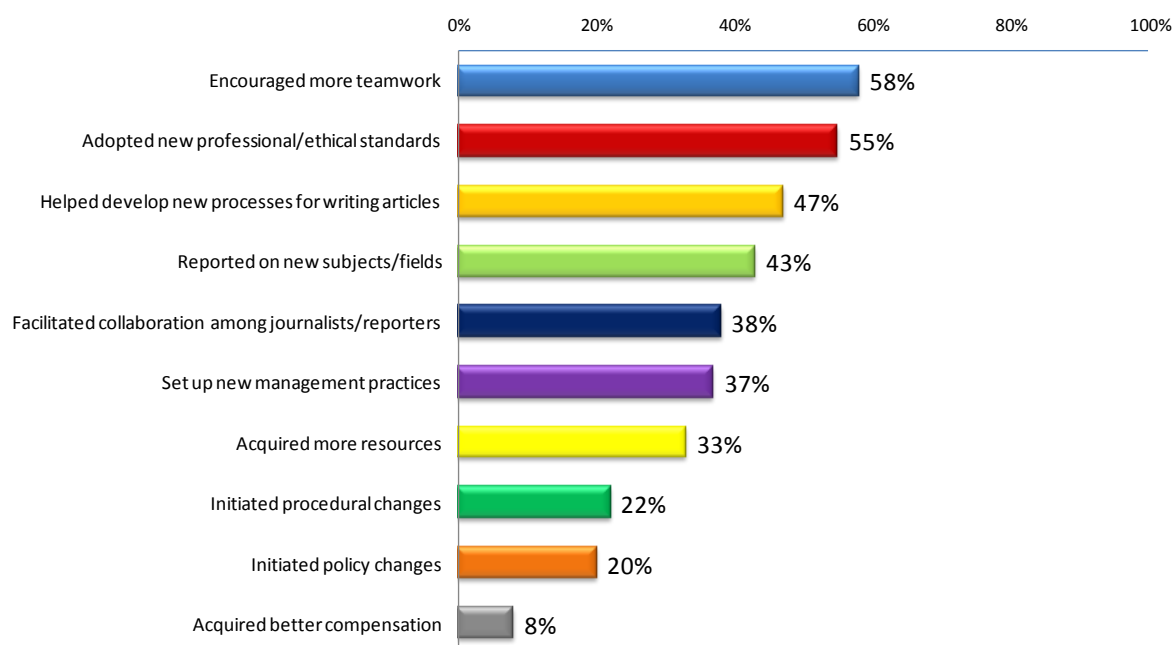
Ref: Global Online Survey 2010; n=54

In addition, most respondents (55%) helped their organizations to adopt new ethical or professional standards and/or to set up new management practices (37%) based on what they learned from the IVLP. In some cases, the two were closely related, as illustrated by the following quote: "Our standards of practice have improved as a result of the information I got in the U.S. Our journalists and editors are now savvier on what is professional and ethical, not just in our offices but also in dealings with sources."[38] Others also related stories of helping to implement new ethical standards organization-wide. For example, one respondent wrote, "I have

---

[37] Global online survey, 2010.
[38] In-depth interview, Tunisia.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 29

worked with my employers to raise our standards within the workforce and to instill stronger ethics professionally in our employees."[39] One participant's organization made such wide-ranging changes—including new standards and a new reporting approach—that it subsequently received "the highest national award."[40]

In terms of new management practices, several respondents explained that after seeing how U.S. media outlets are structured, they were motivated to create a more coherent organizational structure within their own outlets. The following comments are illustrative:

> *As a result of the program and the ideas I acquired ..., my editor-in-chief restructured our editorial teams differently. We now have dedicated reporters and writers for online and offline materials.[41]*

> *As a result of restructuring of roles in the editorial department, new pay grades and new terms of employment were agreed with management and staff. My suggestions from the IVLP on how functions are carried out in the U.S. media were key to these improvements.[42]*

Furthermore, as part of the streamlining of organizational structure and practices, some participants helped institute a standard training program for new hires or junior-level staff to ensure that all employees would utilize the same professional practices:

> *We now do a training session with new hires to ensure they understand the standard of practice that we work to in our organization.[43]*

> *We set up new training plans for junior reporters and editors, and new measurements for promotion.[44]*

In addition, as shown in Chart 12, nearly half the respondents helped their media outlet to develop new processes for writing articles (47%) and/or to begin reporting on new subjects or fields (43%). For example, one participant mentioned that their outlet is now reporting on "science, technology and environment,"[45] while another's outlet is now expanding coverage "in the fields of human rights and journalistic ethics."[46] In terms of new writing processes, this sometimes was part of organizational standardization and training, as discussed above. For example, one participant explained, "We now have standard operating procedures that we coach new hires on when writing articles for the newspaper and the online content."[47]

---

[39] Global online survey, 2010.
[40] Global online survey, 2010.
[41] Global online survey, 2010.
[42] Global online survey, 2010.
[43] Global online survey, 2010.
[44] Global online survey, 2010.
[45] Global online survey, 2010.
[46] Global online survey, 2010.
[47] In-depth interview, Tanzania.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 30

Another key area of organizational change initiated by IVLP participants was the acquisition of resources (33% of survey respondents), especially for the purpose of increasing online content:

> *I was able to convince my editor that we should invest in software and hardware that would allow us to enhance our online presence and become more professional. I was able to show him how other participants ... implemented ideas on their websites, and this convinced him [that] we should also upgrade.*[48]

> *We upgraded our software to allow us to be more creative in our online content. We now have video and audio links on our website and include clips from interviews at the locations we report from.*[49]

Some participants initiated other procedural changes based on the new technology skills they had acquired on the program. For example, one participant convinced a supervisor to begin using file transfer protocol (FTP), and another introduced their organization to text messaging (or SMS):

> *I saw in the media outlets that we visited during the program that journalists used FTP to send images. I told my boss about this, and now we use FTP to send and receive information and images.*[50]

> *We are now looking at using SMS as a way to send news bulletins to people who are registered with our website. ... I gained a lot of useful knowledge to advance our approach while in the U.S.*[51]

Finally, one participant—who is the president of his local press club—was motivated by what he learned about journalism ethics, democracy and gender issues to transform this professional association into a democratic organization:

> *As president of [my country's major press club], I took the initiative in April 2007 and made hectic efforts to form a transparent membership list, conducted the election process and by "one man one vote," they elected their representative. In addition, I tried to encourage female journalists to use the platform of the press club, as women are not encouraged [to do so] in this conservative region.*[52]

All of these results support the IVLP's goal that the skills and knowledge acquired during the program will contribute to improved professional, ethical and managerial standards organization-wide and industry-wide.

---

[48] Global online survey, 2010.
[49] Global online survey, 2010.
[50] In-depth interview, Argentina.
[51] Global online survey, 2010.
[52] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 31

VIII. Increased Linkages and Professional Networking

The IVLP provides the opportunity for participants to travel to multiple locations around the United States, where they benefit from exchanges with American media professionals as well as educators at U.S. schools of journalism. In addition, the program encourages linkages and networking among participants in the hope that these connections will be maintained over the long term and lead to professional collaboration. This section explains to what extent those contacts have been maintained and what types of collaboration have resulted.

A. Collaboration and Contact Maintained with Other IVLP Participants

More than three-quarters (78%) of survey respondents have stayed in touch with fellow IVLP participants over the years since attending the program. Of these, a third (34%) keep in touch regularly (at least once a month or once a week), as shown in Table 4. One such respondent exclaimed, "It's been 5 years since I went on the IVLP, and to this day I am still in constant contact with some of my IVLP colleagues. We have all grown from this experience!"[53] Another participant emphasized that the relationships established during the program are "lasting" because of mutual interests and collaboration: "We may meet seldom, but the links are strong, as we collaborate often."[54]

Table 4. Frequency of Contact with Other IVLP Participants

Frequency of Contact	% of respondents
At least once a week	7%
At least once a month	27%
At least once a year	42%
Less often	24%

Ref: Global Online Survey 2010; n=45

Many participants mentioned that social media, such as Facebook, Twitter and Google, have made it easy to stay in touch with each other over the long term. In fact, one interviewee in Tanzania said that Google Mail makes it possible to communicate with a fellow program participant in Lithuania "on a daily basis."[55] Other respondents offered the following comments:

> *I am still in touch with quite a number of people from the IVLP despite the passing of years. It has been much easier to keep in touch on the internet and using Facebook and other professional networking websites.*[56]

> *I have discovered many of the people I met while on the IVLP that I had lost contact with by doing Google and Facebook searches, so I have reconnected with them in this way.*[57]

---

[53] Global online survey, 2010.
[54] In-depth interview, Tanzania.
[55] In-depth interview, Tanzania.
[56] Global online survey, 2010.
[57] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 32

In their responses to the open-ended survey questions and interviews, some respondents elaborated on the types of contact and collaboration they have had. For example, one interviewee in Argentina reported that he continues to exchange information with fellow participants both in Latin America and in other parts of the world:

> *I am still in contact with people I met on the program, especially with journalists from our region. We created a forum to exchange articles, information and opinions. ... [Also,] when the events in Mumbai happened last week, I contacted my friend in India, whom I met on the program, to give me information I can use in my reports. The people I met there have always been very helpful. They always provide me with useful information.* [58]

B. Collaboration and Contact Maintained with U.S. Journalists and Media Professionals

A third (33%) of IVLP survey respondents also have stayed in touch with U.S.-based journalists and media professionals whom they met during their stay. Those who stay in touch tend to do so anywhere from once a year to a few times a month.

In their written comments, a few participants elaborated on how they have collaborated with their new American professional contacts. Specifically, one participant keeps in touch with fellow media professionals to share information for reporting, while another has collaborated with U.S. insitutions to organize a training program:

> *As a result of participating in the program, I made contact with media professionals in other countries, particularly the USA and Eastern Europe. We have collaborated many times since and have provided each other with information, sources and contacts for published articles.* [59]

> *I am organizing a training program in collaboration with institutions linked with the media organizations in the U.S. and NGOs working in the U.S.* [60]

These findings demonstrate that participants are indeed maintaining ongoing ties with fellow journalists years after their exchange experience, which is one of the goals of the program.

---

[58] In-depth interview, Argentina.
[59] Global online survey, 2010.
[60] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 33

IX. The Role of Journalists and Media in Society

The IVLP draws participants from more than 150 countries around the world. The institutional environment in which participants find themselves varies from country to country, as does the specific role of the media as the fourth estate.[61] An important part of this evaluation was to explore how past program participants now understand their role as journalists, and that of the media in their societies, including what kinds of challenges they face.

A. The Journalist's Role and Advocating for Press Freedom

In the global online survey in 2010, past program participants were asked to reflect on what they feel is a journalist's most important role or function. As shown in Table 5, two-thirds (64%) of respondents agreed that providing objective coverage of current events is the most important function of journalists. The following quotes illustrate how strongly IVLP participants feel about reporting objectively:

> *Our job in the profession of journalism is to give people news and information that is unbiased and factual. It is not our job to create opinions or force our beliefs on others. We report facts; it is up to people to form their own opinions.[62]*

> *I see my role as being a journalist who brings the news to the people in an honest, clear and truthful manner. There should be no evidence of my personal views or personal bias in my articles. I must present the news in a manner which allows the reader to make their own judgments.[63]*

Table 5. Most Important Role/Function as a Journalist

Role/Function	% of respondents
To report on current events, without bias or opinion	64%
To bring attention to societal problems or social ills	17%
To act as a watchdog	12%
To report the views of political parties	--
To report the views of government	4%
To influence decision makers	3%

Ref: Global Online Survey 2010; n=54

At the same time, a substantial proportion of respondents (29% combined) believe that a journalist's most important function is either to draw attention to societal problems (17%) or to act as a watchdog (12%). In this vein, one respondent wrote, "I report with a view to change. I hope that by drawing attention to problems in our society and societal bias, perhaps we can force change."[64]

---

[61] The "fourth estate" refers to the journalistic profession or its members; it is used often in regard to the media/press whose influence is not consistently or officially recognized in some countries.
[62] Global online survey, 2010.
[63] Global online survey, 2010.
[64] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 34

Notably, few if any respondents place a high priority on reporting the views of the government (4%) or political parties (zero). These results suggest a willingness among IVLP participants to adhere to journalistic principles rather than simply reflecting the views of their political or financial sponsors.

In keeping with these priorities, most respondents reported that they have used the knowledge gained on the IVLP to advocate for greater freedom of the press and a stronger journalism profession. In particular, as shown in Chart 13, two-thirds (66%) of respondents have advocated for freedom of information since returning from the program. Along the same lines, half (49%) of them have worked to encourage greater access to public records. The following comments illustrate IVLP participants' tireless efforts to increase freedom and transparency of information:

> *We work hard as a collective group to try to convince the government that releasing information to the public instills more confidence in the Government and the media. Withholding information creates suspicion, and the public do not know who to believe.[65]*

> *Journalists in my country work hard to provide people with truthful and honest news. We invest a lot of energy in trying to get information from public records and to force the ministries to release information which should be available to the public. This is an ongoing endeavor.[66]*

Chart 13. How Respondents Used Knowledge/Information Gained on IVLP

To advocate for freedom of information	66%
To advocate for the protection of journalists' rights	58%
To strengthen associations for journalism and media professionals	53%
To encourage greater access to public records	49%
To advocate for print, broadcast or other media reform	41%
To build coalitions	25%

Ref: Global Online Survey 2010; n=54

---
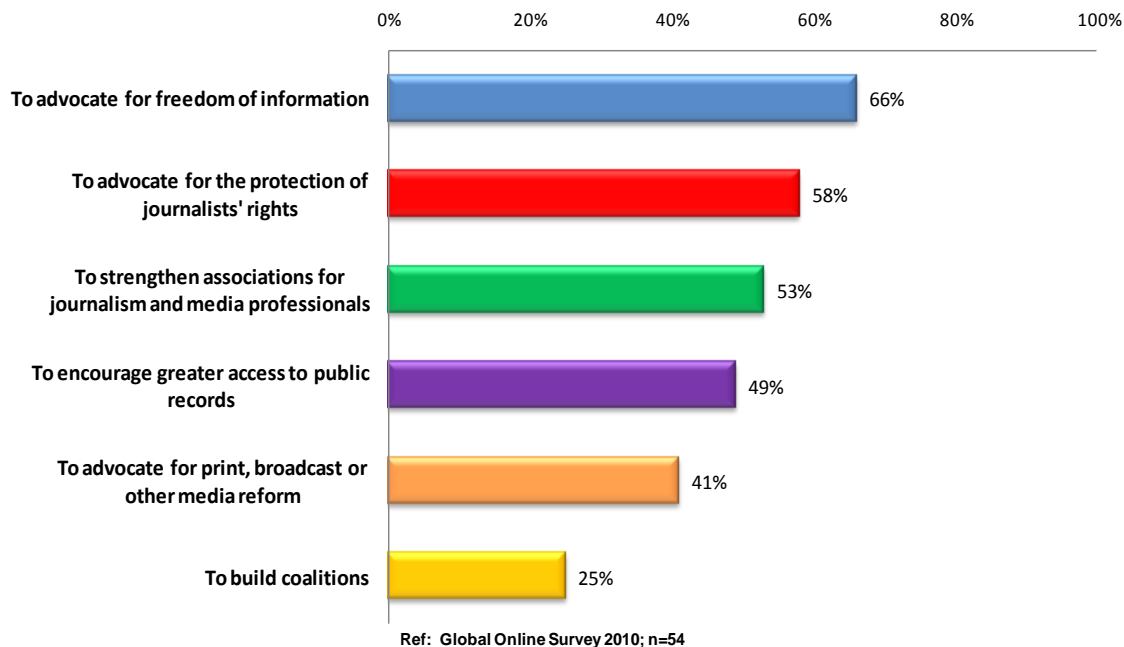
[65] Global online survey, 2010.
[66] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 35

In addition, most respondents have used the knowledge gained on the program to improve the profession of journalism. Specifically, they have advocated for the protection of journalists' rights (58%), worked to strengthen professional associations (53%), advocated for media reforms (41%) and/or built coalitions (25%). The following comments illustrate how the IVLP experience helped participants acquire both the knowledge and the confidence to initiate organizations and activities that would help their fellow media professionals to thrive:

> *Given that the political context here is not suitable for media freedoms, we [my coworkers and I] are initiating a media-oriented research organization which is nongovernmental.*[67]

> *[M]y attitude toward getting involved in journalism associations totally changed. The program inspired me to do something to protect the journalist and to facilitate training that will help them to be better journalists.*[68]

In terms of media reforms, one participant has advocated for the importance of keeping public broadcast media free of commercial influences: "I have been instrumental in remaining focused on the role of a public broadcaster in the face of competition from commercial stations."[69]

These results demonstrate that the IVLP has been highly effective in achieving the critical long-term goal of educating participants about the rights and responsibilities of a free press so that they will be motivated to advocate for greater press freedom and a stronger media profession in their own countries.

---

[67] Global online survey, 2010.
[68] In-depth interview, Argentina.
[69] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 36

B. Challenges Faced by Journalists and Media Professionals

Given the global reach of the IVLP and the significantly different media environments in which past participants work, it is not surprising that more than half (53%) of the survey respondents faced challenges in trying to apply their program learning when they returned to work in their home countries. As shown in Chart 14, they experienced a wide range of challenges.

Chart 14. Challenges Faced in Trying to Apply Learning from IVLP[70]

Challenge	Percentage
Getting access to information necessary for a story	44%
Finding credible sources for story/article	41%
Lack of resources	41%
Lack of new technology	38%
Lack of training in new technology	34%
Receiving requests to limit/refrain from coverage of a story/topic/event	25%
Resistance to establishing new professional standards/ethics	25%
Difficulty replicating the reporting process learned	25%
Difficulty hiring journalists/staff	16%

Ref: Global Online Survey 2010; n=31

The most common challenges were difficulty accessing information and difficulty finding credible sources (44% and 41% of those who experienced challenges, respectively). Several respondents explained that it was frustrating to see how easily American journalists can access information from multiple, credible sources, compared to the limitations in their own countries. In some cases, the difficulty of accessing information is closely related to the political environment. For example, even when credible sources are available, they are not necessarily willing to share the information requested by journalists, as illustrated by the following quotes:

> *Freedom of information in my country is significantly more complicated than in the U.S. In the U.S., journalists can demand access to information and do not have to be so subtle. To do this in my country you cannot demand, you must approach this with great care and diplomacy.[71]*

---

[70] Figures reflect the percentage of those who answered "yes" to the question, "Are there any challenges you face in trying to apply what you learned during your program?" The question allowed for multiple answers.
[71] In-depth interview, Tunisia.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 37

> *Our sources are reluctant to supply too much information for fear that it will get traced back to them and create issues for them with the government or other powers within the country.*[72]

> *[I]t is difficult to be a journalist in [my country] because of the pressures from political groups and because of the difficulties we encounter trying to get reliable sources, data and information.*[73]

A second challenge facing participants in trying to apply their program learning at home was a lack of resources (41% of those who faced challenges) or new technology (38%), and/or insufficient training in new technologies that they wanted to implement in their work (34%). In this vein, one interviewee explained that in their country, internet technology simply has not reached the level needed for a journalist's professional purposes: "I saw how journalists use the internet to source information, contacts and leads. Unfortunately, outside of our big cities, the internet is not as sophisticated, and connections are slow and unreliable."[74]

Despite these limitations, some participants appreciated that the IVLP nonetheless had given them an opportunity to observe the practice of journalism and the media environment in the United States, to discuss different journalism and media environments with fellow participants, and to acquire the skill set necessary to make changes, as feasible, in the future. For instance, one respondent explained, "It [the IVLP] afforded me the opportunity to share and learn from [other media professionals] the issues in their respective organizations and how one could handle certain sticky situations."[75]

Furthermore, as demonstrated in Section IX.A, most survey respondents have acquired the confidence and motivation to continue striving to change the media environment in their countries, despite the challenges. In fact, in the qualitative components of the evaluation, many respondents emphasized that their IVLP experience had imbued them with a greater sense of the importance of their profession, as illustrated by the following comments:

> *I have to say that participating on the IVLP reminded me how much I have learned over the years as a journalist, taught me more and reminded me why I chose to work in the media. The program gave me a new hunger to stay in the media.*[76]

> *I began valuing my work more than I used to. I realized that the role of journalists in society is immense, and this is how it should be.*[77]

> *The IVLP helped me to ... take my work more seriously. I realized I have a responsibility to my profession.*[78]

---

[72] Global online survey, 2010.
[73] In-depth interview, Argentina.
[74] In-depth interview, Tunisia.
[75] Global online survey, 2010.
[76] Global online survey, 2010.
[77] Focus group, Azerbaijan.
[78] In-depth interview, Tanzania.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 38

X. Program Value and Effectiveness in Meeting Participant Objectives

The survey respondents were very satisfied with their experience on the IVLP. Most of them agreed that the program had completely met their expectations and that many of the individual program components were quite useful. Indeed, one appreciative participant said, "The program surpassed my expectations."[79] Furthermore, as discussed elsewhere in this report, many respondents described the program as pivotal in their careers, their self-perceptions, and their sense of purpose as journalists and media professionals. For example, one participant commented, "Journalism is sometimes a frustrating profession. … When you feel like quitting your job, [opportunities like the IVLP] renew vigor and give you a new lease on life."[80]

A. Usefulness of IVLP Components

As shown in Chart 15, at least a third of survey respondents found every component of the IVLP quite useful.

Chart 15. Participants' Assessments of Usefulness of IVLP Components[81]
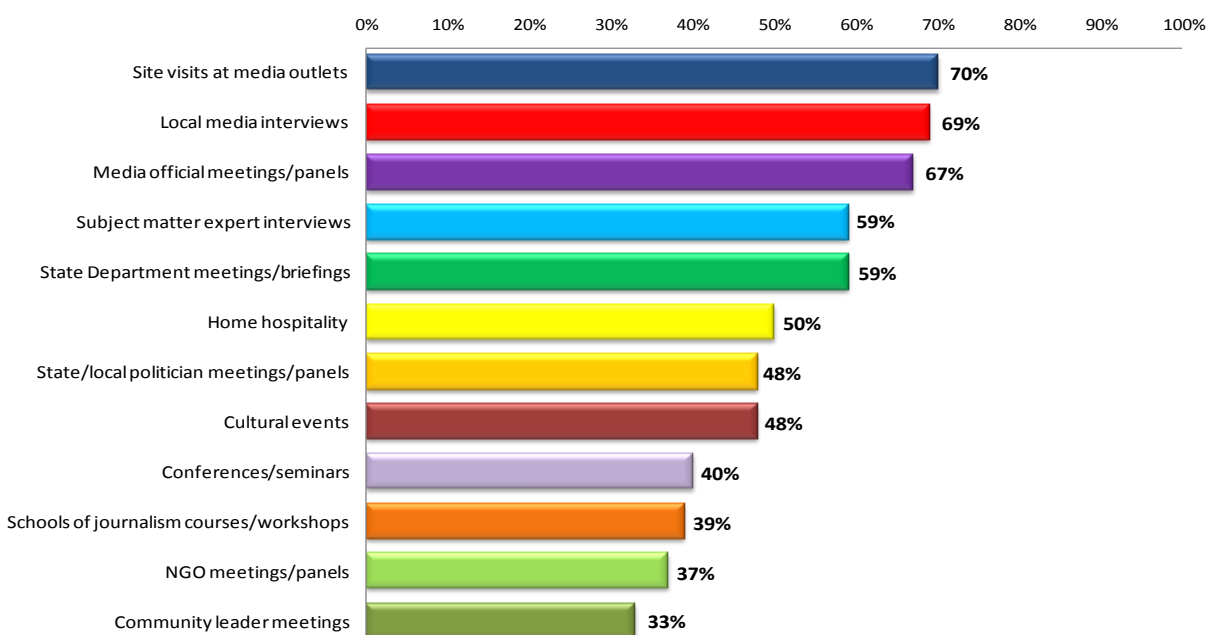
Ref: Global Online Survey 2010; n=54

Nonetheless, the following components emerged as the most useful:

- site visits at national and regional media outlets (70% of respondents)

- interviews with local media (69%)

---

[79] In-depth interview, Argentina.
[80] In-depth interview, Tanzania.
[81] Figures in this chart reflect responses to the question, "Which of the following elements of your program did you find to be most useful?" The question allowed for multiple answers.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 39

- meetings and panel discussions with media officials (67%)

Essentially, respondents felt that nothing compares with getting an inside view of the workings of a media outlet, whether national or local. In particular, many respondents reported learning a lot from visiting regional and local media outlets. In fact, one respondent was amazed to see that the United States has independent local media, which do not exist in their country:

> *It was very important to me to visit local and community media outlets. ... [W]e do not have independent local media outlets. All the local media is controlled by the government. It was very interesting to see how these media work.*[82]

Other respondents offered the following comments:

> *Our visit to a newspaper in Arkansas was particularly useful. We met a journalist who had done a 6-month investigation of a youth detention center where the youth were badly treated. The journalist's investigation led to the firing of the director of the prison and a government official. This was a good illustration of the power of journalism in the United States.*[83]

> *It was very useful for me to visit an independent local newspaper. This newspaper was targeted to minorities. Visiting this newspaper allowed me to have a better perspective of the independent media and to appreciate and value the media for minorities.*[84]

In addition, as indicated by the high value rating of discussions with media officials (67% of survey respondents), many respondents, in their qualitative comments, emphasized that the opportunity to exchange ideas and experiences with fellow media professionals made a lasting impact on them.

In addition, about half the respondents found opportunities to interact with American people in their homes (50%) and to attend American cultural events (48%) to be among the most useful elements of the program. For example, one respondent commented, "I enjoyed very much the opportunity to spend an evening in the house of an American. It allowed me to get to know the Americans better, especially how they think and live."[85] Another respondent who had the opportunity to visit U.S. farms and talk with farmers, and thus compare their experiences to that of farmers in their own country, found this inside view of a segment of American society to be the most valuable part of the program experience.[86]

Other respondents explained that the program as a whole, as opposed to any individual component, was useful. Even if they could not point to any specific knowledge or skills that they

---

[82] In-depth interview, Argentina.
[83] In-depth interview, Tunisia.
[84] In-depth interview, Argentina.
[85] In-depth interview, Argentina.
[86] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 40

had gained, they felt that the program had broadened their worldview, as in the following comments:

> *This is a very useful experience for anyone. The world outlook that I obtained is worth a lot by itself.[87]*

> *The greatest lesson you learn on the IVLP is that you must consider others. You must understand different points of view and respect different ways of looking at things.[88]*

B. Extent to Which IVLP Met Participant Objectives

As shown in Chart 16, the majority of survey respondents (60%) felt that the IVLP had met "to a good extent" their expectations and another third (34%) of them reported that their expectations had been "completely met". Thus, in total, more than 90 percent of the participants surveyed were satisfied that the program had met their needs.

Chart 16. Extent to Which IVLP Met Participants' Expectations
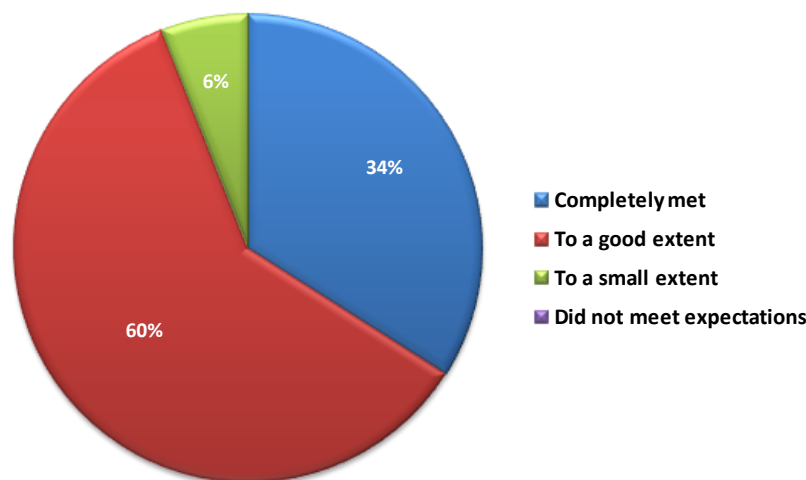
Ref: Global Online Survey 2010; n=54

In addition, the evaluation demonstrated that the IVLP was highly effective in fulfilling participants' specific objectives. In order to measure this, the online survey asked respondents to identify their primary objectives for attending the program (see Section II) and to assess "to what degree" the program met those objectives. As shown in Chart 17, the vast majority of respondents confirmed that the program had fulfilled each of their objectives.

For example, as discussed in Section II, the most common objective for attending the program was to learn about U.S. people, society and culture. Of those who identified this goal (82% of the

---

[87] Focus group, Azerbaijan.
[88] In-depth interview, Tanzania.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 41

survey population), 94 percent were satisfied that the program met this objective "completely" or "to a good extent." For example, one participant explained that the program allowed them "to see how the Americans live day by day and how they think."[89] These figures were similar across the board, with approximately 9 in 10 respondents expressing satisfaction regarding each objective, as illustrated in Chart 17.

Chart 17. Extent to Which IVLP Met Participants' Primary Objectives
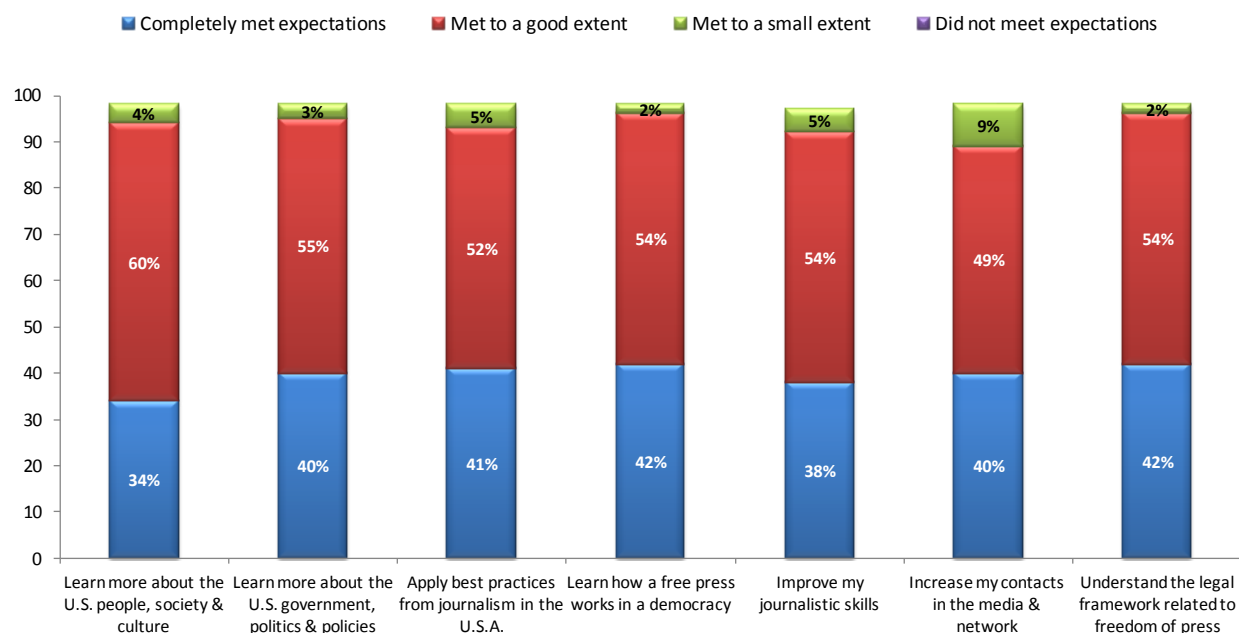
■ Completely met expectations   ■ Met to a good extent   ■ Met to a small extent   ■ Did not meet expectations

Ref: Global Online Survey 2010; n=54

These results demonstrate that the broad range of activities included in the IVLP makes it possible for participants to fulfill a variety of professional goals, which are in line with the aims of the program itself.

---

[89] In-depth interview, Argentina.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 42

Conclusion

The evaluation demonstrates that the IVLP has been highly effective in meeting all of its goals, from short-term changes in individuals' skills and knowledge to long-term organizational changes. Indeed, the program produced tangible results in individuals' careers and their organizations' professional practices.

First of all, as discussed in Section V, the program made a major impact on most respondents' careers, in many cases catapulting them into leadership positions. One participant characterized the experience of the group when he said in amazement, "The [IVLP] revolutionized my job."[90]

Secondly, as discussed in Section VII, participants' increased knowledge, skills and confidence—as well as increased respect from their colleagues and new leadership positions—made it possible for many of them to make substantial improvements in their organizations' structure and professional standards.

Thirdly, as discussed in Section IX, the IVLP experience imbued participants—many of whom work in difficult media environments—with a greater sense of the importance of their profession and motivation not only to continue in the field, but to contribute to improving it.

Indeed, the ongoing efforts of *the majority* of survey respondents to advocate for greater freedom of the press and a stronger journalism profession demonstrate that the IVLP's journalism and media programs have made a lasting impact beyond the walls of the specific media organizations that participants work for, into society at large.

---

[90] In-depth interview, Tanzania.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 43

EDWARD R. MURROW PROGRAM FOR JOURNALISTS

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 44

Executive Summary

Program Description

Since its inception in 2006, the Edward R. Murrow Program for Journalists, a special project of the Office of International Visitors, has brought approximately 150 rising journalists and media professionals to the United States each year to examine journalistic principles and practices. The program represents a public-private partnership between the U.S. Department of State, the Aspen Institute and leading U.S. schools of journalism.

Each year, program participants engage in multi-region, multi-themed activities that run concurrently, with joint opening (in Washington, D.C.) and closing sessions (usually in New York City). Then participants travel in smaller groups to different parts of the country, where they participate in academic seminars and field activities, observe U.S. journalists at work, and observe American civic life and grassroots involvement in politics.

Evaluation Methodology

This two-year evaluation of the Murrow Program, carried out from 2008 through 2010, used a multi-stage, mixed-method data collection strategy to evaluate the program from its inception year through 2008, based on the following key program goals and outcomes:

- *New knowledge and skills.* Participants develop increased knowledge or skills in the following areas: U.S. journalism and media environment; democracy in the United States; the role of the media in a democracy; U.S. society, people and values; the reporting process; professional standards and ethics in journalism; and emerging electronic media. In addition, participants develop new areas of interest or expertise in specific subjects discussed during the program, such as human rights and ethnic diversity.

- *Application of learning and skills.* Participants apply their new knowledge and skills to their work when they return home.

- *Professional development and career advancement.* As a result of their program experience, participants attain promotion, take on new leadership roles or professional responsibilities, and/or make a change in their career track.

- *Knowledge-sharing.* Participants share their new knowledge and skills with coworkers, colleagues and the greater journalism community at home.

- *Organizational changes.* Participants effect changes in the editorial and managerial practices in the media organizations or outlets where they work.

- *Increased linkages and professional networking.* Participants develop ongoing ties with fellow journalists and media professionals met during the program, as well as encourage greater collaboration among media professionals in their home countries.

- *Advocacy for journalists' rights and a strong media profession.* At home, participants advocate for protection of journalists' rights, increased attention to the public responsibilities of journalists, and strengthening of journalists' professional associations.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 45

The data collection strategy included the following components:

- *Document review:* A comprehensive review of all program-related documents from the evaluation period, including concept papers, proposals, final reports, trip reports, interim reports, and cable correspondence with U.S. missions.

- *In-country face-to-face interviews:* Between December 2008 and February 2009, face-to-face interviews were conducted with past Murrow Program participants in Argentina, Azerbaijan, Tanzania and Tunisia.

- *Surveys:* The evaluation team conducted pre- and post-program surveys with participants in the October 2008 Murrow Program, as well as an online survey of past participants around the world from August 2009 to April 2010.

While the Murrow Program is coordinated by the Office of International Visitors, the inclusion of academic seminars at various schools of journalism distinguishes it from other IVLP projects. Therefore the results from Murrow participants constitute their own set of outcomes and appear separately from IVLP findings. The evaluation results presented in this report rely primarily on the global online survey, supported and illustrated by the other methods.

Participant Objectives for Attending the Murrow Program

The Murrow Program participants came to the United States eager to develop professionally and to learn more about this country and the role of the media in a democratic society. In particular, most respondents wanted to learn about the American people, society and culture; U.S. government and politics; U.S. journalism practices; general journalism skills; and how a free press works. In addition, most respondents looked forward to networking with fellow journalists and media professionals from the United States and around the world. On the whole, these objectives aligned with the Murrow Program goals.

New Knowledge and Skills

The Murrow Program has been quite effective in improving participants' knowledge and skills in all areas, as demonstrated by the following findings:

- At least two-thirds of survey respondents felt that their understanding of U.S. society, government and policymaking had increased "a great deal" or "a good deal" as a result of the program.

- Most respondents reported increased understanding of U.S. media relations with other sectors, especially the Government and nonprofit sectors.

- Most respondents reported increased knowledge of specific subjects discussed during the program, including human rights, religious/ethnic diversity, fighting corruption, and women in society.

- Most respondents gained "a lot" of new information about U.S. journalism practices, coverage of local news and grassroots reporting, and the role of the media in a democracy.

- More than 90 percent of respondents learned more about current trends in the media profession, including alternative media and new technologies.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 46

- Most respondents learned "a great deal" or "a good deal" about critical journalism skills, such as developing ideas, analyzing information, finding credible sources, developing interview questions and posing questions to interviewees.

- The Murrow Program's focus on grassroots reporting and NGOs had a substantial impact on participating journalists. By the end of the program, they planned to consult a much wider variety of sources in their reporting than before the program, especially nongovernmental sources, internet and international media.

Application of Learning and Skills

Participants reported that their new knowledge and skills had made a substantial impact on their work when they returned home. The following findings are illustrative:

- Nearly all survey respondents applied their new knowledge of the United States in their work, such as reporting on U.S. news or issues related to U.S. foreign policy.

- Most respondents have applied their new knowledge of the following specific subjects in their journalism work: human rights, religious/ethnic diversity, women in society, environment, fighting corruption and economics/business development.

- Most respondents have applied their increased knowledge of journalistic standards as well as their improved reporting skills after returning home.

- More than three-quarters of respondents have applied their knowledge of alternative media and/or their new technology skills in their work. Use of the internet in U.S. journalism was one of the key learning areas for program participants, and many of their employers were eager for them to use their new skills right away to help develop online content and/or their newspapers' websites.

Professional Development and Career Advancement

Participants reported that the new skills and knowledge they gained and utilized have helped them develop professionally and further advance their careers. In fact, at the time of the global survey in 2010, three-quarters of the respondents noted that their participation in the Murrow Program had resulted in some kind of career change, especially taking on new responsibilities and/or changing to a new focus or subject area. Participants often attributed their career advancements to three key factors related to their program experience: (1) new confidence in their abilities; (2) new areas of interest, such as online media; and (3) increased desire for change based on new knowledge and skills.

The two most notable career shifts among the respondents as a group were the promotion of journalists to editors and the move from print newspapers to online publications. In terms of changing focus, moving toward online journalism was one of the most prominent impacts of the Murrow Program experience.

Knowledge-Sharing

After completing the program, all respondents (in the post-program survey) expressed their intention to share information from their experience with others. Indeed, participants followed through on their plans by sharing information in four key ways:

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 47

1. ***Educating the workforce:*** Nearly half the respondents shared their knowledge and experience by training coworkers.

2. ***Educating beyond the workforce:*** More than a third of respondents made presentations about their Murrow Program experience at universities or schools of journalism.

3. ***Sharing through professional forums:*** Many program participants shared their knowledge with other media professionals through a variety of forums, including local press clubs or professional associations. In fact, some participants even created new professional associations, partly for the purpose of sharing the knowledge they had gained.

4. ***Sharing through the media:*** More than a third of respondents used materials they had gathered during their time on the program to write articles for professional journals. Some also wrote articles for professional blogs and/or developed new websites or blogs to share information. A few participants even wrote books related to their Murrow Program experience.

In addition, most respondents reported that they had earned increased respect and status among their colleagues and peers because of the knowledge they had shared. In fact, three-quarters of respondents now feel that they are considered "experts" or "knowledgeable" about journalism and media techniques, practices and standards.

Organizational Changes

The evaluation demonstrated that many respondents, after returning home, used their new knowledge and skills to undertake initiatives that resulted in organizational changes. Some of the most significant organizational changes that program participants either initiated or participated in were those related to online journalism, including creating new online publications or websites, increasing the quantity of online content, or upgrading technology in order to facilitate increased online publication.

In addition, many respondents initiated policy changes, new management practices or new processes for writing articles within their organizations. In many cases, changes in the reporting process came about because when participants came back from the program, they adopted new practices in their own work, which their colleagues and/or supervisors liked and eventually adopted.

Increased Linkages and Professional Networking

After participating in the Murrow Program, respondents (in the post-program survey) looked forward to staying in contact and/or collaborating with a wide range of professional contacts they had met during the program. Indeed, at the time of the online survey in 2010, the vast majority of survey respondents had stayed in touch with other program participants—both within and outside of their country—and U.S. media professionals.

Furthermore, many participants have collaborated with these contacts in a variety of ways, such as co-writing articles, sharing information for stories, creating journalist networks or organizing

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 48

training programs. Thus, the linkages established during the Murrow Program can help promote mutual understanding and journalistic excellence over the longer term.

The Role of Journalists and Media in Society

An important part of this evaluation was to explore how past program participants now understand their role as journalists, and that of the media in their societies, including what kinds of challenges they face. The majority of respondents agreed that providing objective coverage of current events is the most important function of journalists. At the same time, a substantial proportion of respondents believe that a journalist's most important function is either to draw attention to societal problems or to act as a watchdog.

In keeping with these priorities, most respondents reported that they have used the knowledge gained on the Murrow Program to advocate for greater freedom of the press, including freedom of information and greater access to public records.

The majority of respondents have faced challenges in trying to apply their program learning to their work, most commonly insufficient resources and/or requests to refrain from reporting on particular subjects. Nonetheless, some participants pointed out that the exchange of information and ideas during the Murrow Program helped them develop strategies for overcoming such obstacles.

Program Value and Effectiveness in Meeting Participant Objectives

Most survey respondents were very satisfied with their experience on the Murrow Program. They appreciated the overall program design, as well as its individual components, and most of them agreed that the program had met or exceeded their expectations. Participants explained that the Murrow Program's unique combination of classroom learning, discussions with fellow media professionals from the United States and around the world, and hands-on field trips to media outlets made the experience extremely valuable—in fact, for some, the experience was "life-changing."

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 49

I. Introduction: Program and Evaluation Overview

A. Program Description

The Edward R. Murrow Program for Journalists, a special project of the Office of International Visitors, brings rising journalists and media professionals to the United States. The program represents a public-private partnership between the U.S. Department of State, the Aspen Institute and leading U.S. schools of journalism. While in the United States, participating international journalists and media professionals examine journalistic principles and practices. The goal of the program is to provide participants with the tools and skills necessary for the promotion of journalistic excellence around the world, as well as to introduce them not only to the complexity and nuances of journalism practice in the United States, but also to provide them with a window into U.S. society and institutions.

In the years covered under this evaluation—which coincided with the program's first three years of existence—nearly 500 foreign journalists and media professionals traveled to the United States to participate in the annual programs. The first two programs, in total, included 343 Murrow participants from over 137 countries. The third program took place in October 2008 and included 146 Murrow participants.

Each year, program participants are engaged in multi-region, multi-themed activities that run concurrently, with joint opening and closing sessions. The participants initially meet in Washington, D.C., and then travel in smaller groups, usually with 12-15 participants per group, for academic seminars and field activities with faculty and students at one of several partner schools of journalism participating with the program. Examples of such schools include the following:

2006 Partnerships:
- Annenberg School for Communication, University of Southern California
- Gaylord College of Journalism and Mass Communication, University of Oklahoma
- School of Journalism, University of Texas at Austin
- School of Journalism & Mass Communication, University of Minnesota
- School of Journalism & Mass Communication, University of North Carolina, Chapel Hill
- School of Journalism and Telecommunications, University of Kentucky
- S.I. Newhouse School of Public Communications and Maxwell School of Citizenship and Public Affairs, Syracuse University.

2007 Partnerships:
- Annenberg School for Communication, University of Southern California
- Gaylord College of Journalism and Mass Communication, University of Oklahoma
- School of Journalism & Mass Communication, University of North Carolina, Chapel Hill
- School of Journalism and Telecommunications, University of Kentucky
- S.I. Newhouse School of Public Communications and Maxwell School of Citizenship and Public Affairs, Syracuse University
- College of Communication, Boston University
- Manship School of Mass Communication, Louisiana State University

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 50

- College of Communications, University of Illinois at Urbana-Champaign
- Philip Merrill College of Journalism, University of Maryland

Participants also visit various American cities to observe media coverage of state and local politics and governance, as well as American civil life and grassroots involvement in politics. The program concludes in a designated major city, e.g., Washington, D.C. (2006, 2007) or New York City (2008), where participants visit major media outlets and participate in a symposium that highlights current trends and challenges facing the media in the United States and around the world.

B. Evaluation Methodology

In consultation with program staff, the evaluation team developed key program goals and outcomes, which formed the basis for the data collection strategies, as detailed below.

1. Key Goals and Outcomes
The evaluation team identified the following key goals and outcomes for the Murrow Program.

New Knowledge and Skills

Participants develop increased knowledge or skills, and/or new areas of interest or expertise in the following areas:

- *U.S. journalism and media environment,* e.g., diversity of outlets; legal, regulatory and institutional environment; emerging electronic media; grassroots reporting; coverage of state and local government

- *Democracy in the United States,* e.g., federalism, rule of law, civic participation in the democratic system

- *The role of the media in a democracy,* e.g., role and responsibilities of a free press, the media as a watch dog/fourth estate

- *U.S. society, people and values,* e.g., religious and ethnic diversity/multiculturalism; American civic life, volunteerism, economy

- *Journalism & media knowledge and skills,* e.g., accurate and fact-based reporting; fundamentals of investigative reporting and media management; media ethics; professional standards and practices; independent media

Application of Learning and Skills

- Participation in program changes participants' approach to work practices: content development and reporting, editing, production, media management, etc.

- Participants use new media sources from the United States or other countries not previously accessed, e.g., newspapers, journals, radio/TV broadcasts and/or internet.

- Participants start using new technology at work.

- Participants use information gained about American political, economic and/or social structures when forming professional opinions about the United States.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 51

- The exchange informs participants' coverage (broadcast or print) of developments and issues in the United States and/or in other countries.

- Participants report more accurately and objectively.

Professional Development/Career Advancement

- Participants attain promotion or make a change in their career track as a result of their program experience.

- Participants take on new leadership roles or professional responsibilities at work or in professional organizations.

- Participants share knowledge and skills from program experience with colleagues back home.

Knowledge-Sharing

- Participants write articles (or develop broadcast content) on topics of their choosing or topics covered during the program.

- Participants share knowledge and skills from program experience with colleagues back home.

- Participants demonstrate use of new technology to coworkers.

- Participants communicate learning to a broader audience outside the workplace: e.g., by making presentations at local press clubs or journalism schools, or by creating a website or blog.

- Participants introduce new topics, source materials or instructional methods in journalism education and training programs.

- Participants conduct journalism training in non-university settings.

- Participants contribute to professional journals (local, regional, international).

- Participants write academic or non-academic books.

Organizational Changes

- Participants effect changes in editorial and managerial practices in their media organizations or outlets.

- In the long term, changes in coverage of cross-cutting themes and issues in the United States or other countries are sustained by the media organizations or outlets.

Increased Linkages and Professional Networking

- Participants join formal journalist or media networks (local, regional, international).

- Participants communicate learning to a broader audience outside the workplace: e.g., by making presentations at local press clubs or journalism schools, or by creating a website or blog.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 52

- Participants use their exchange experience to encourage colleagues to develop or expand their interest in and links to the United States, as well as other journalists, broadcasters and professional media associations.

- Participants develop (and maintain) ongoing ties with individual journalists or broadcasters, media organizations and academic institutions as a result of their exchange experience.

The Role of Journalists and the Media in Society

- Participants advocate for protection of journalists' rights, increased attention to the public responsibilities of journalists and strengthening of journalists' professional associations.

2. Data Collection Strategy

The two-year evaluation of the Murrow Program, carried out from 2008 through 2010, used a multi-stage, mixed-method data collection strategy to evaluate the program from its inception year 2006 through 2008. The evaluation included the following components:

- **Document Review:** The first stage of the evaluation was a comprehensive review of all documents—both electronic and hard-copy—from the evaluation period. The document review took place in Washington, D.C., and included concept papers, proposals, final reports, trip reports, interim reports and cable correspondence with U.S. missions.

- **In-Country Face-to-Face Interviews:** Between December 2008 and February 2009, in-country face-to-face interviews were conducted with past Murrow Program participants in Argentina, Azerbaijan, Tanzania and Tunisia. The purpose of this qualitative research was to illuminate the quantitative findings from the surveys.

- **Surveys:** The evaluation also included two quantitative studies.

  o *Pre-Program and Post-Program Surveys:* The evaluation team conducted two surveys with participants in the Murrow Program that took place in October 2008. Both surveys were self-administered questionnaires. The pre-program survey was distributed at the inception of the program, and the post-program survey was administered at the close of the program. The survey was available in six languages: Arabic, Chinese, English, French, Russian and Spanish.

  o *Global Online Survey:* From August 2009 to April 2010, past Murrow Program participants around the world were given the opportunity to respond to an online survey about their experiences. The survey was available in Arabic, English, French, Russian and Spanish.

C. Respondent Profile

The respondents to the online survey were a diverse group, as follows:

- *Age:* Respondents ranged from 21 to 50 years old, with the majority (62%) between the ages of 31 and 40.

- *Gender:* The survey sample was evenly divided among men (51%) and women (49%).

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 53

- *Region:* The respondents represented a cross-section of all regions covered in the Murrow Program, including Europe/Eurasia (22%), Western Hemisphere (21%), East Asia/Pacific (19%), Africa (17%), South/Central Asia (13%) and the Near East/North Africa (8%).

D. Results

While the Murrow Program is coordinated by the Office of International Visitors, the inclusion of academic seminars at various schools of journalism distinguishes it from other IVLP projects. Therefore, the results from Murrow participants constitute their own set of outcomes and appear separately from IVLP findings. The evaluation results presented in this report regarding the Murrow Program rely primarily on the global online survey, supported and illustrated by the other methods. The results provide important insights into the longer term outcomes and impact of the program based on the views of participants.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 54

II. Participant Objectives for Attending the Murrow Program

The Murrow Program participants came to the United States eager to develop professionally and to learn more about this country and the role of the media in a democratic society. As shown in Chart 1, learning about the United States was the most common objective for attending the program: 84 percent of survey respondents wanted to learn about the American people, society and culture, while 72 percent wanted to learn about the U.S. government, politics and policies. Most respondents also looked forward to learning how a free press works (67%) as well as its legal framework (52%). In this vein, one participant stated, "The primary objective for my participation was to gain insight into American realities, its media and the American democracy."[91]

Chart 1. Primary Objectives for Attending the Murrow Program
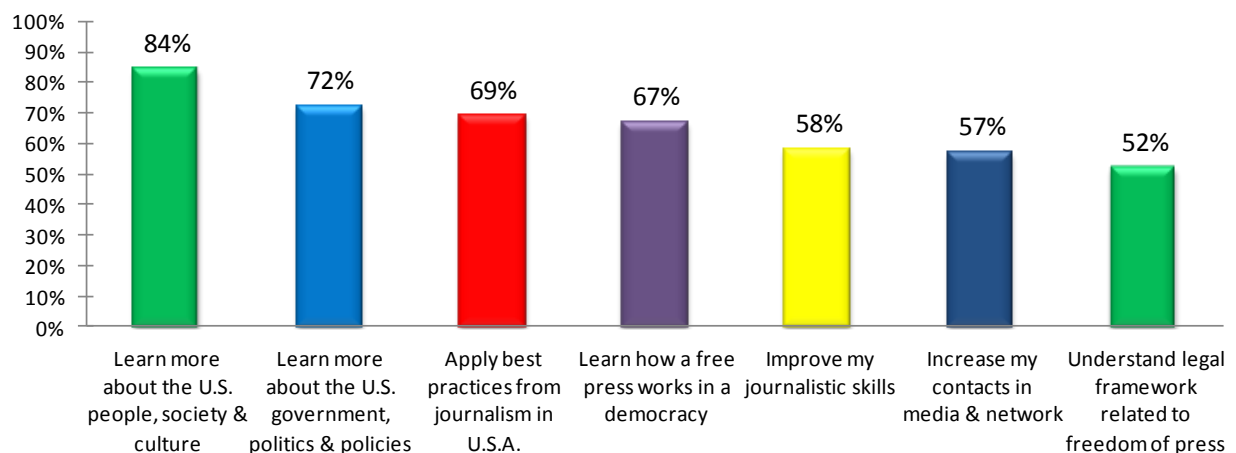
Ref: Global Online Survey 2010; n=63

In terms of professional growth, most respondents also saw the program as an opportunity to learn U.S. journalistic practices that they could apply in their own work (69%) and to improve their journalistic skills in general (58%). For example, one participant hoped that by observing U.S. journalists at work, they would learn to "write more professionally,"[92] and another wanted "to understand [their] methods better."[93] In addition, some participants looked forward to learning how to utilize new technologies. In this vein, one participant's objective was "to learn how the U.S. is using new technologies like SMS [texting] and the internet to report the news."[94]

Finally, most respondents (57%) looked forward to networking with fellow media professionals from the United States and around the world.

On the whole, the participants' objectives for taking part in the Murrow Program aligned with the program goals for learning and growth, which will be discussed in Section III.

---

[91] In-depth interview, Azerbaijan.
[92] In-depth interview, Tanzania.
[93] In-depth interview, Argentina.
[94] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 55

III. New Knowledge and Skills

The Murrow Program is designed primarily as a professional exchange program, during which participating journalists share ideas with their American counterparts, and as a result also acquire new knowledge and skills in a variety of areas. Specifically, the program enables participants to increase their understanding of U.S. society and democracy, and the role/function of the media in such a society, as well as to enhance their journalism skills. This section illustrates that the program has been quite effective in improving the participants' knowledge and skills in all of these areas.

A. Learning about the U.S. Government, Society and Media

The vast majority of participants reported that their knowledge of U.S. society, government and policymaking, as well as the role of the media in a democracy, increased at least somewhat as a result of the program. Furthermore, as shown in Chart 2, at least two-thirds of survey respondents felt that their understanding of these topics had increased "a great deal" or "a good deal" (85% for U.S. society, 80% for U.S. Government and 68% for U.S. policymaking). Indeed, a few participants observed that the program allowed them to develop greater understanding of "the American system"[95] or "the U.S. political system and its media."[96] In terms of U.S. society, one participant learned a lot about "the strength of civil society in the United States," as well as about the variations in "interests and beliefs" from one region of the country to another.[97]

**Chart 2. Extent to Which Participants Increased Knowledge/Understanding:
U.S. Government & Society**
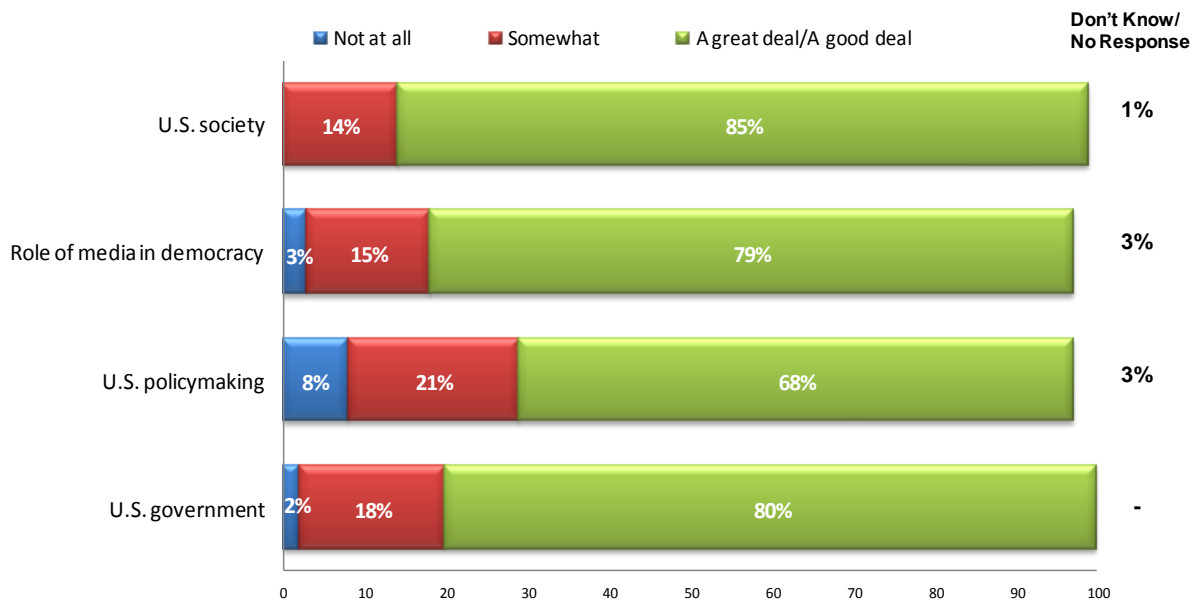
Ref: Global Online Survey 2010; n=63

---

[95] In-depth interview, Argentina.
[96] Global online survey, 2010.
[97] In-depth interview, Tunisia.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 56

In addition, most respondents reported increased understanding of U.S. media relations with other sectors, especially the Government and nonprofit sectors, as shown in Chart 3. Clearly, the program's emphasis on exposing participants to NGO leaders and U.S. journalists' practice of covering political events made an impact on them.

Chart 3. Extent to Which Participants Increased Knowledge/Understanding: Media Relations
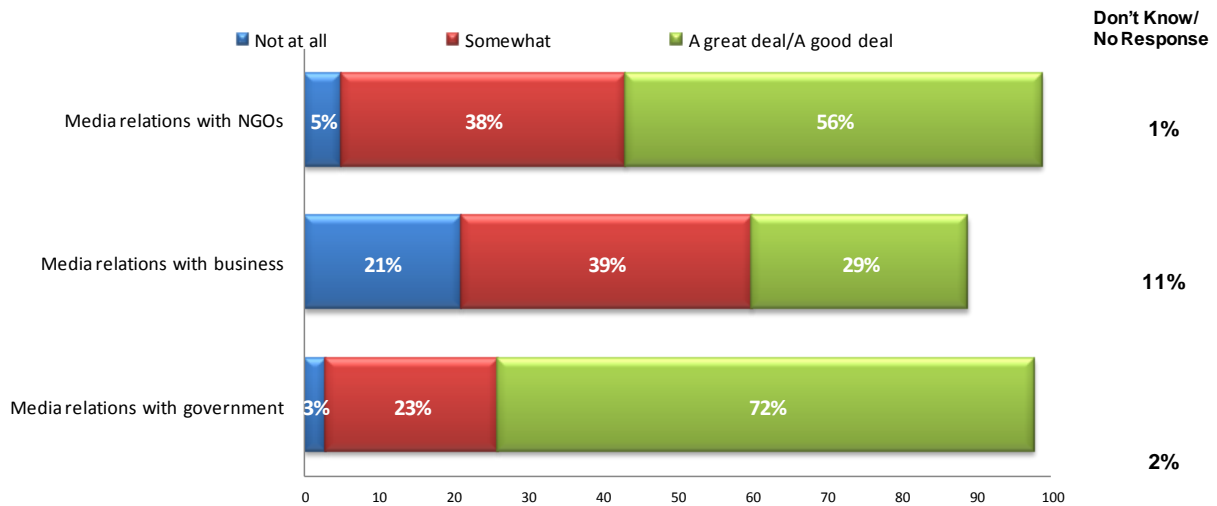
Ref: Global Online Survey 2010; n=63

These results support the Murrow Program's goal of increasing participants' knowledge of U.S. society and the role of the media in a democracy.

B. Learning about Specific Subject Matter

In addition to providing participants with opportunities to learn more about the United States, the Murrow Program also increases each group's knowledge on one or more specific themes, sometimes by bringing in experts to meet with the group. The results of the evaluation demonstrate that the program did increase participants' knowledge of such subjects.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 57

Subject themes varied among groups, depending on the interests and expertise of that particular set of participants. As shown in Table 1, the themes that were most prevalent in the programs attended by online survey respondents were human rights (25%), religious and ethnic diversity (18%), anti-corruption strategies (11%) and women in society (11%).

Table 1. Themes of Programs Attended by Respondents[98]

Theme	% of respondents
Human rights	25%
Religious and ethnic diversity	18%
Anti-corruption	11%
Women in society	11%

Ref: Global Online Survey 2010; n=63

Correspondingly, these themes were the same areas in which the greatest numbers of respondents reported increased knowledge, as shown in Chart 4. In particular, more than half (58%) of respondents learned "a great deal" or "a good deal" about human rights.

Chart 4. Extent to Which Participants Increased Knowledge/Understanding: Subject Matter
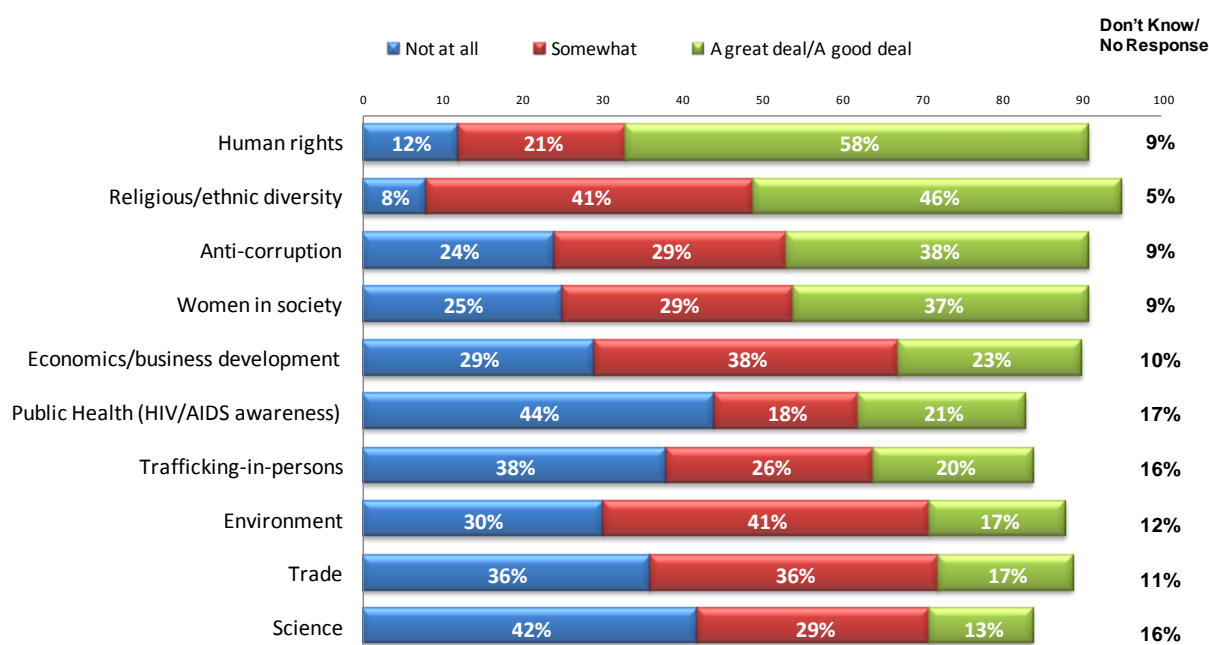
Ref: Global Online Survey 2010; n=63

These gains in knowledge and understanding of specific subject matter support the Murrow Program's goal of helping participants develop new areas of interest or expertise.

C. Learning about Journalistic Standards and Practices

The Murrow Program also achieved its goal of increasing participants' understanding of U.S. journalism standards and practices. Specifically, as shown in Chart 5, most of the 2008 post-

---

[98] This question allowed for multiple answers, hence the figures do not add up to 100%.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 58

program survey respondents learned a great deal about the following aspects of practicing journalism in the United States:

- *U.S. journalism practices and standards:* Nearly all respondents (98%) gained new information in this area, and two-thirds (64%) reported learning "a lot" or "all new" information.

- *Coverage of state and local news and grassroots reporting:* Again, nearly all respondents (98%) reported increased understanding of how U.S. journalists cover local politics, which demonstrates that the Murrow Program's emphasis in this area was effective. During the program, participants had the opportunity to learn about such coverage by visiting smaller U.S. cities to talk with state and local politicians, NGO representatives, local media representatives and community leaders, as well as to observe journalists in the field. In fact, two-thirds (64%) of respondents learned "a lot" or "all new" information in this area.

- *Rights and responsibilities of the media in a democracy:* The vast majority (94%) of respondents learned more about the role of the media in a democracy, which is one of the key goals of the program. Again, two-thirds (64%) of respondents reported that they had learned "a lot" or "all new" information.

Chart 5. Extent to Which Participants Increased Knowledge/Understanding: Journalistic Standards & Practices

Ref: Post Program Survey 2008; n=98
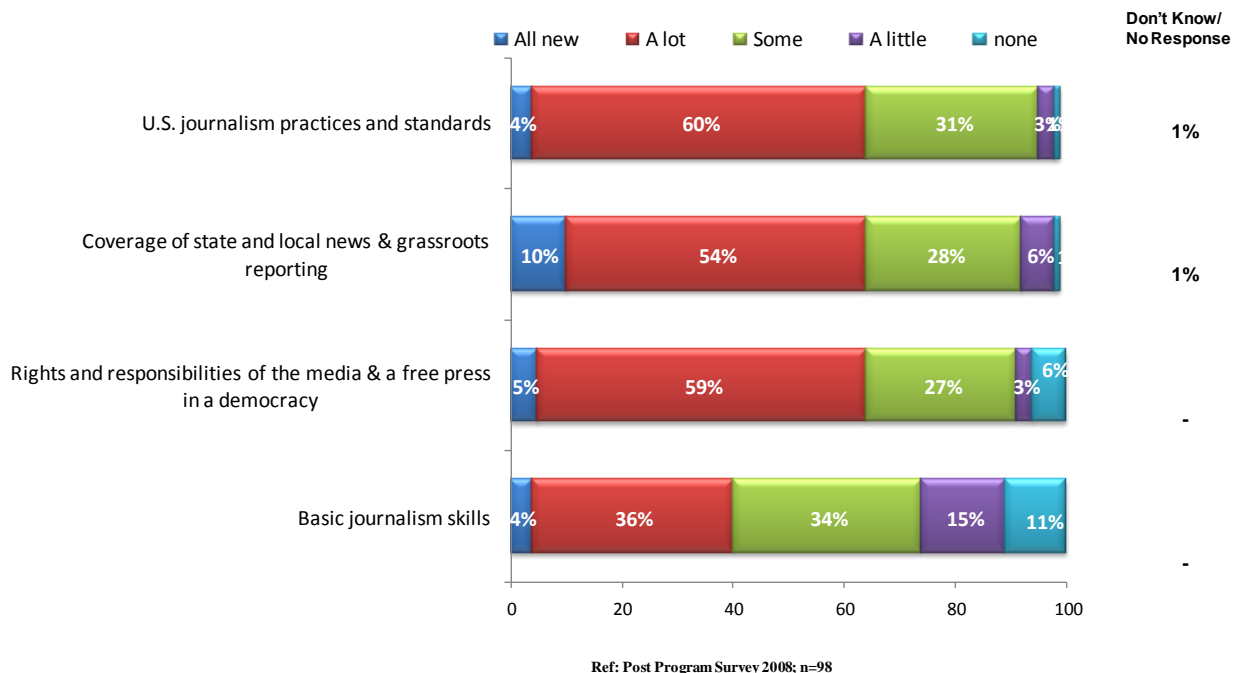
In addition, most respondents (74%) gained at least "some" new information about "basic journalism skills," such as investigative reporting and finding sources. In fact, 40 percent of them reported gaining "a lot" or "all new" information in this area. Their gains in specific journalistic skills will be discussed in detail in Section III.E.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 59

D. Learning about Current Trends, Alternative Media and New Technologies[99]

The evaluation results show that the Murrow Program was effective in engaging and informing participants on current trends and challenges in the media profession, including the burgeoning use of alternative media and new technologies. In fact, as shown in Chart 6, more than 90 percent of 2008 post-program survey respondents reported gaining new information in these areas:

- Nearly all respondents (98%) reported having learned more about "current trends and challenges in the media profession," which was the topic of the Murrow Program's closing symposium. In fact, most respondents (62%) gained "a lot" or "all new" information in this area. For example, one participant wrote that the program broadened their perspective on journalism trends around the world:

  So much is changing in our profession and so quickly … but the Murrow Program has increased my understanding of changes in the media world, and I feel better informed of what is happening globally to our profession.[100]

- Likewise, the vast majority (93%) of respondents learned more about new technologies; nearly half of them (48%) gained "a lot" or "all new" information in this area.

- The great majority (92%) of respondents learned more about alternative media; again, nearly half of them (43%) gained "a lot" or "all new" information in this area. Some of the skills taught in the program included how to set up and manage blogs, how to use social networking applications such as Facebook, and how to create and manage a profile on social media websites.

---

[99] For the purpose of this report, "alternative media" refers to blogs and other media outlets outside the mainstream media, including social networking sites such as Facebook and Twitter. "New technologies" refers to electronic devices such as PDAs, cellular phones, iPods, iPads, smartphones, tablets and Wi-Fi gadgets, as well as the internet.
[100] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 60

**Chart 6. Extent to Which Participants Increased Knowledge/Understanding:
Alternative Media, New Technologies and Trends**

Ref: Post Program Survey 2008; n=98
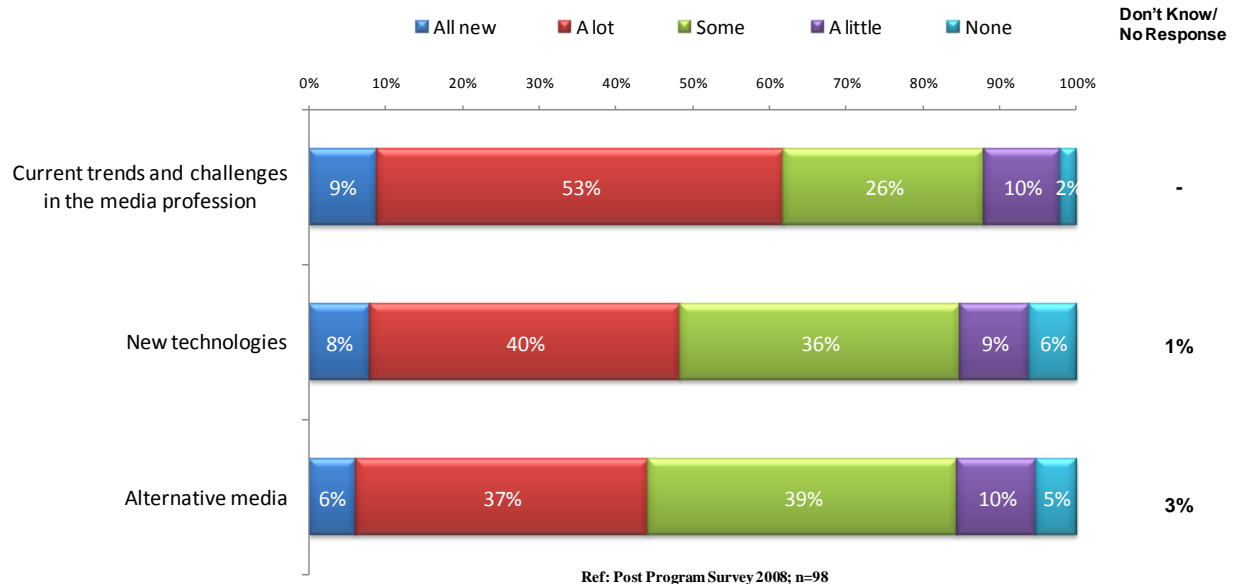
In both interviews and surveys, participants often commented on the use of the internet and online media as an important knowledge area/skill set that they took away from the program. For example, one participant explained that the program made them "realize the importance of online media,"[101] and another commented that they had learned "how to make better use of online opportunities and information technology."[102] In addition, some respondents were struck by the various ways in which U.S. journalists use new technologies in their work, as illustrated by the following comments:

> *I was impressed by how much I learned about new technologies and how U.S. media use the internet not only for research but as a tool for dissemination.*[103]

> *In the U.S., journalists receive results from polls over their mobile phones, and some newspapers conduct surveys using SMS.*[104]

As will be discussed in other sections of this report, the acquisition of online skills was one of the most tangible and realistic ways for participants to modify their journalistic practices at home.

These results clearly support the Murrow Program's goal of increasing participants' knowledge of emerging electronic media and how to benefit from them.

---

[101] In-depth interview, Azerbaijan.
[102] In-depth interview, Tanzania.
[103] Global online survey, 2010.
[104] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 61

E. Learning about Journalism Knowledge and Skills

As with other skill and knowledge areas, survey respondents reported substantial gains in specific journalism skills. As shown in Chart 7, the majority of respondents learned "a great deal" or "a good deal" about critical skills, such as developing ideas (63%), analyzing information (61%), finding credible sources (59%), developing interview questions (57%) and posing questions to interviewees (55%).

Chart 7. Extent to Which Participants Increased Knowledge/Understanding: Journalism Knowledge and Skills
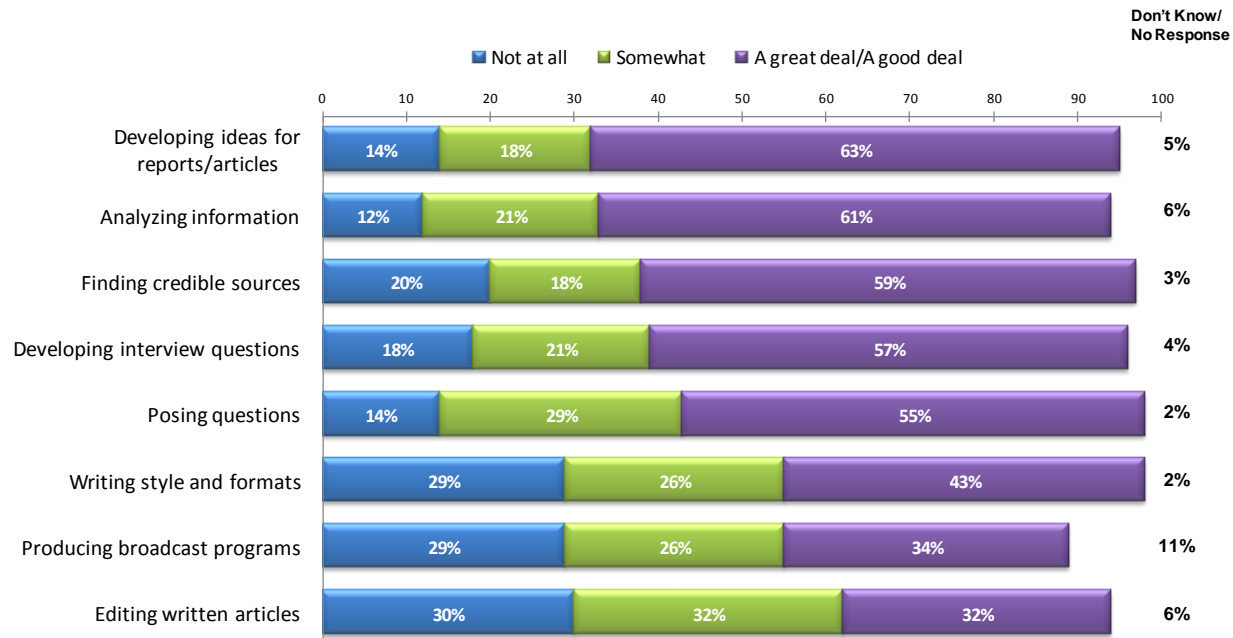
Ref: Global Online Survey 2010; n=63

In this vein, one participant explained how the program helped in developing better interviewing skills:

> [Prior to the program,] I had expertise in interviewing sources face to face, but did not often interview officials over the phone or pose questions in writing. While on the program, I spent time learning how to pose questions to different types of sources and how to gain more from these questions.[105]

Developing skills in all of these areas contributes to participants' understanding and abilities in the fundamentals of investigative reporting.

---

[105] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 62

F. Learning about Information Sourcing

As mentioned in Section III.E, one of the specific skills discussed during the Murrow Program is how to find credible sources. In particular, the program demonstrates the importance of consulting a more diverse range of sources, beyond the most easily available.

The 2008 pre- and post-program surveys reveal that participants did, indeed, learn to use a greater range of sources in their reporting. As shown in Chart 8, prior to the program respondents had relied primarily on subject matter experts (79%), government documents (70%), government officials (63%) and the internet (65%) as their information sources. However, the Murrow Program's focus on grassroots reporting and NGOs had a substantial impact on participating journalists, so that by the end of the program, they planned to consult a much wider variety of sources in their future reporting (according to their responses in the post-program survey).

Chart 8. Use of Information Sources (Pre-Program Use & Post-Program Potential)

Ref: Pre & Post Program Survey 2008; n=98
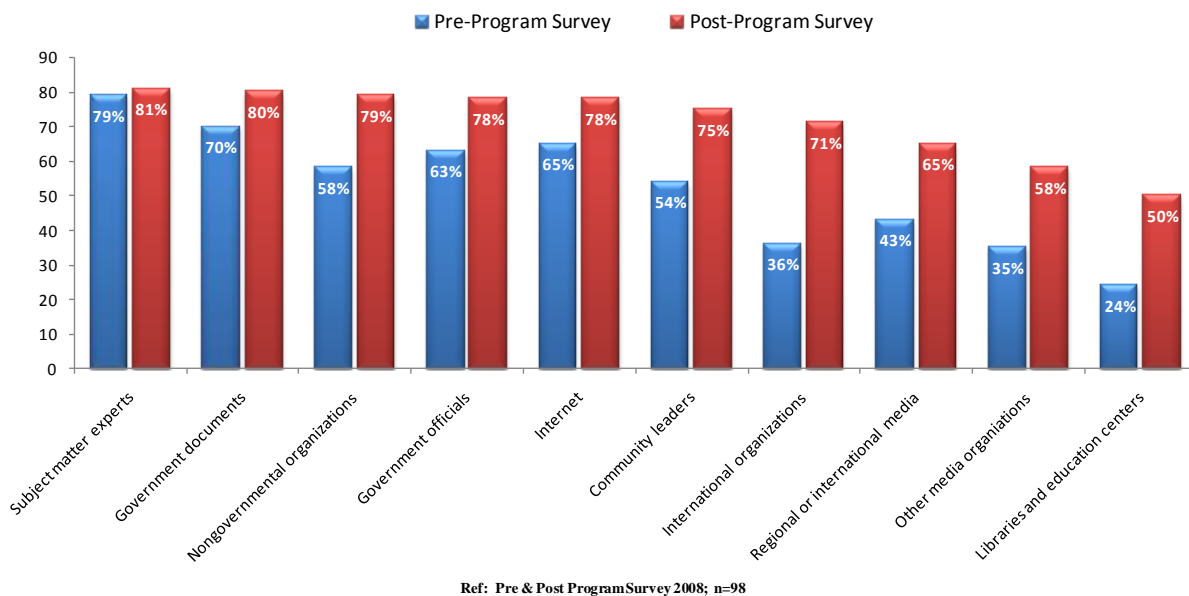
This shift towards a greater diversity of sources can be seen in the higher figures across the board in the post-program survey (as shown in Chart 8). In other words, whereas in the pre-program survey, there were only six types of sources (subject matter experts, government documents, NGOs, government officials, internet and community leaders) used by more than 50 percent of respondents, in the post-program survey, the majority of respondents (at least 50%) planned to use every single source type listed—ten altogether. To illustrate, one participant explained how the program effected this change: "I had a tendency in the past just to exhaust the sources of information I had always used and been trained to rely on; however, the program showed me how to be more inquisitive and thirsty for additional sources."[106]

In addition to the overall shift toward using more sources, the evaluation showed a substantial increase in the use of nongovernmental and nontraditional sources, as follows:

---

[106] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 63

- *International organizations:* Prior to the program, only a third (36%) of respondents had used international organizations as an information source; this figure nearly doubled after the program, with 71 percent of respondents planning to consult such organizations in future reporting.

- *NGOs:* Use of NGOs as an information source jumped more than 20 percentage points. Prior to the program, 58 percent of respondents had used NGOs as an information source, while 79 percent planned to consult them after the program.

- *Community leaders:* Similarly, whereas 54 percent of respondents had consulted community leaders for information prior to the program, 75 percent of them planned to do so after the program.

- *Regional or international media:* Prior to the program, less than half (43%) of respondents had used foreign media for information, whereas 65 percent intended to consult such media after the program. This result fulfills one of the specific goals of the Murrow Program: for participants to use new media from the United States or other countries not previously accessed.

- *Other media organizations:* Prior to the program, only a third (35%) of respondents had consulted other media organizations as information sources; after the program, this figure increased substantially, with the majority (58%) of respondents intending to use such sources after the program.

- *Libraries and education centers:* Similarly, whereas only a quarter (24%) of respondents had used libraries as information sources prior to the program, 50 percent intended to do so after the program.

- *Internet:* While most respondents (65%) were already using the internet for information before the program, even more (78%) were intent on using it after the program. As mentioned in Section III.D, internet use was integrated into various aspects of the program's journalistic training, and this made a substantial impact on many participants. For example, one wrote, "I did not turn to the internet for research purposes prior to attending the program; however, I realized while in the United States that there is a wealth of information online that can support my reports and add depth."[107]

Clearly a greater balance of nongovernmental and governmental sources is essential for more objective reporting, one of the long-term goals of the Murrow Program. As will be discussed in other sections of this report, respondents in the 2010 online survey feel that they now report more objectively than they did before participating in the program.

---

[107] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 64

IV. Application of Learning and Skills

An important outcome of the Murrow Program is that participants apply the new knowledge and skills they have developed in their own work when they return home. The survey results demonstrate that, indeed, their new knowledge and skills made a substantial impact on their work. One participant summed up the respondents' general sentiment as follows:

> *I learned so much on the program that when I got back home, it was like being a new reporter. I went about my work differently. I was eager to try new ways of gathering my information and to report it as I had learned in the United States.*[108]

A. Application of U.S. Knowledge

Nearly all survey respondents were able to incorporate their newly acquired knowledge of the United States in their work at home. In fact, as shown in Chart 9, the vast majority of respondents reported that they have applied their knowledge of U.S. society, government and policymaking "a great deal" or "a good deal" (85%, 80% and 68%, respectively). In this vein, one participant wrote: "[I have] a better understanding of the U.S. political system and its media, so I can do a better job … especially when it comes to dealing with issues where the U.S. has influence.[109]

Chart 9. Extent to Which Participants Applied Knowledge Gained on Program:
U.S. Society and Media Relations
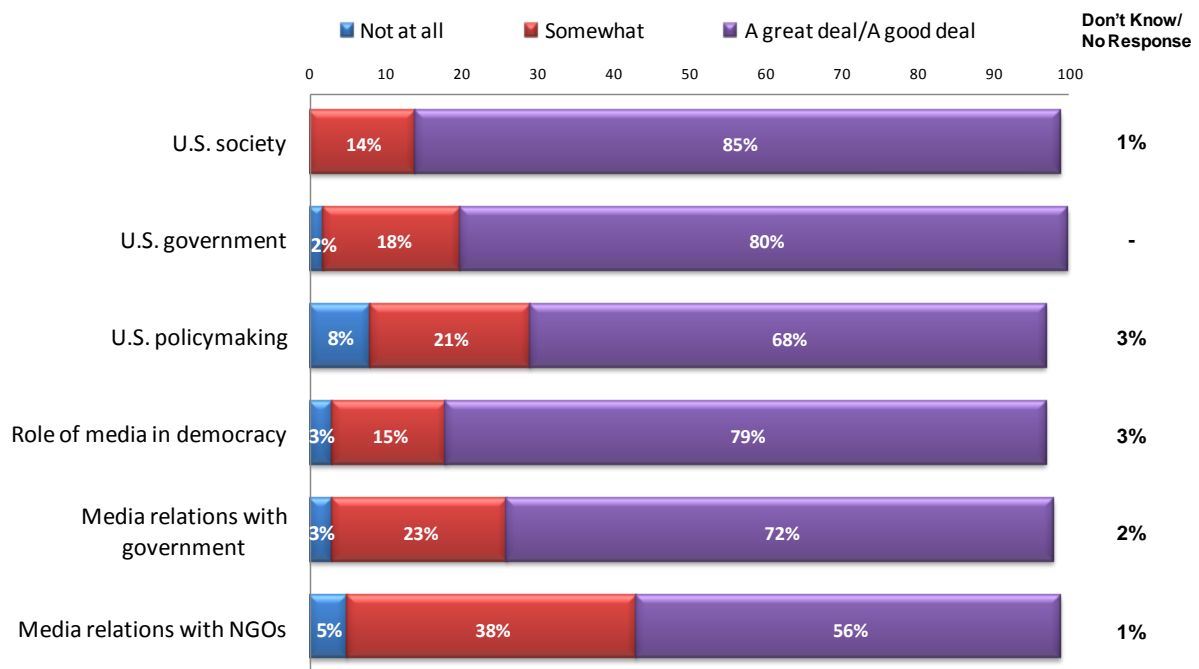
Ref: Global Online Survey 2010; n=63

---

[108] Global online survey, 2010.
[109] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 65

This new knowledge gave participants a greater sense of competence and more motivation in performing their work. For example, one participant wrote, "I feel I am a better journalist because I learned a lot in the United States,"[110] and another felt more "motivated" to report on topics addressed in the program, such as U.S. foreign policy.[111]

Likewise, as shown in Chart 9, the majority of respondents have applied their new understanding of the role of the media and its relations with other sectors in a democracy like the United States to a great extent.

These results demonstrate that the Murrow Program experience continues to inform participants' coverage of U.S. developments and issues.

B. Application of Subject Matter Knowledge

Respondents also have applied their knowledge of all the specific subjects they learned about while on the Murrow Program. As noted in Section III.B, the subjects that respondents learned the most about were human rights, religious and ethnic diversity, anti-corruption strategies and women in society. As shown in Chart 10, these were also the areas in which they were most likely to apply their new knowledge (in addition to the environment).

Chart 10. Extent to Which Participants Applied Knowledge Gained on Program: Subject Matter

Subject	Not at all	Somewhat	A great deal/A good deal	Don't Know/No Response
Human rights	13%	21%	55%	11%
Religious/ethnic diversity	18%	32%	40%	10%
Women in society	25%	29%	32%	14%
Environment	27%	25%	32%	16%
Anti-corruption	30%	27%	30%	13%
Public Health (HIV/AIDS awareness)	37%	27%	20%	16%
Economics/business development	32%	33%	19%	16%
Trade	33%	30%	19%	18%
Trafficking-in-persons	33%	30%	18%	19%
Science	38%	32%	14%	16%
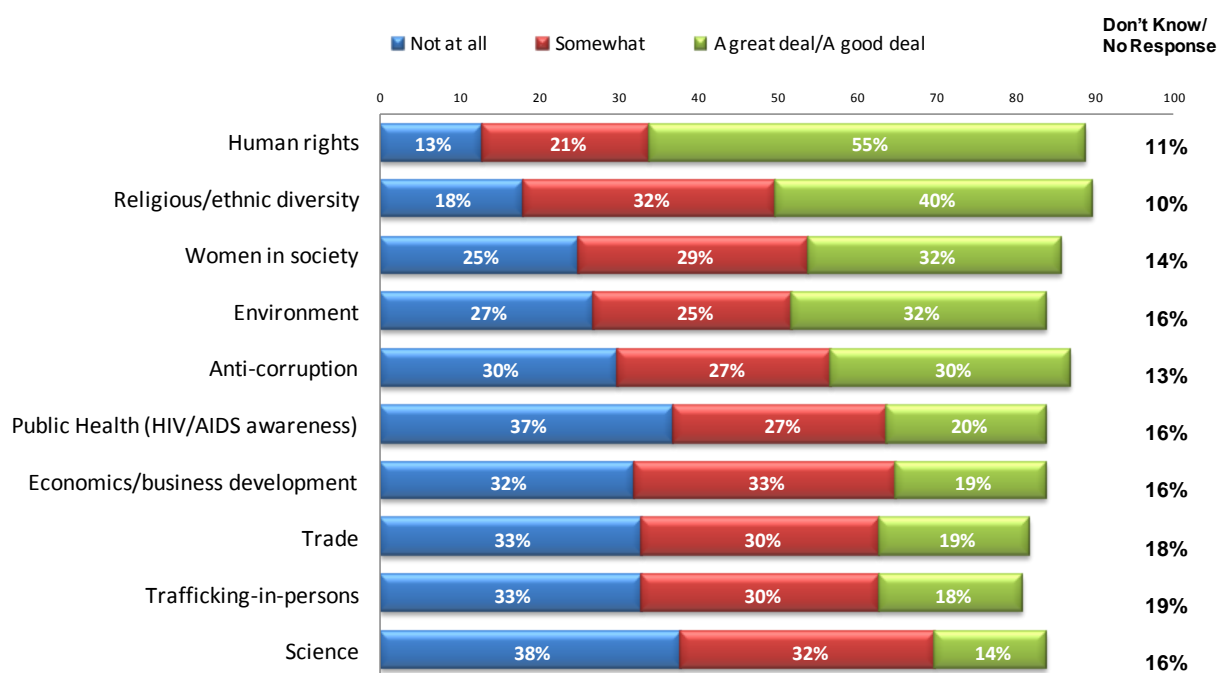
Ref: Global Online Survey 2010; n=63

---

[110] Global online survey, 2010.
[111] In-depth interview, Argentina.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 66

Specifically, more than half the respondents reported that they have applied their new knowledge of the following subjects in their journalism work:

- *Human rights:* Three-quarters (76%) of respondents have applied their knowledge to some degree ("somewhat" or "a great/good deal"), and more than half (55%) have done so a "a great deal" or "a good deal."

- *Religious/ethnic diversity:* Three-quarters (72%) of respondents have applied their knowledge to some degree; 40 percent have done so "a great deal" or "a good deal." For example, one participant explained that the program taught them how to cover this difficult subject objectively:

  In my country, religion and ethnicity is a sensitive subject that many in our profession do not want to report on. I learned on the Murrow Program how to cover this topic without appearing biased or negative. This is an excellent skill to have, as I can now report more confidently on such sensitive subject matter.[112]

- *Women in society:* More than half (61%) of respondents have applied their knowledge to some degree; a third (32%) have done so "a great deal" or "a good deal."

- *Environment:* More than half (57%) of respondents have applied their knowledge to some degree; a third (32%) have done so "a great deal" or "a good deal." For example, one participant noted that the Murrow Program enabled them to write in more depth about "topics like climate change [and] biodiversity."[113]

- *Anti-corruption:* More than half (57%) of respondents have applied their knowledge to some degree; a third (30%) have done so "a great deal" or "a good deal."

- *Economics/business development:* More than half (52%) of respondents have applied their knowledge to some degree; 2 in 10 (19%) have done so "a great deal" or "a good deal."

These outcomes demonstrate that the Murrow Program has fulfilled its goal of providing information that will influence how participants cover issues such as religious and ethnic diversity and the business sector. In addition, the results indicate that participants' greater understanding and comfort in covering "sensitive issues"—which may include religious and ethnic diversity, corruption and/or human rights, depending on the country—may, in the longer term, help the media in their home countries move toward more objective reporting in general. In this vein, one participant wrote, "I learned and studied about how to cover sensitive issues … and how to deal with difficult sources and society. I could apply these lessons back home."[114]

---

[112] Global online survey, 2010.
[113] Global online survey, 2010.
[114] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 67

C. Application of Journalism Knowledge and Skills

As with subject matter knowledge, most survey respondents were able to apply their increased journalism knowledge and skills upon returning home. In fact, as shown in Chart 11, the majority of respondents have applied their skills in nearly every category "a great deal" or "a good deal."

**Chart 11. Extent to Which Participants Applied Knowledge Gained on Program:
Journalism Knowledge and Skills**

Ref: Global Online Survey 2010; n=63
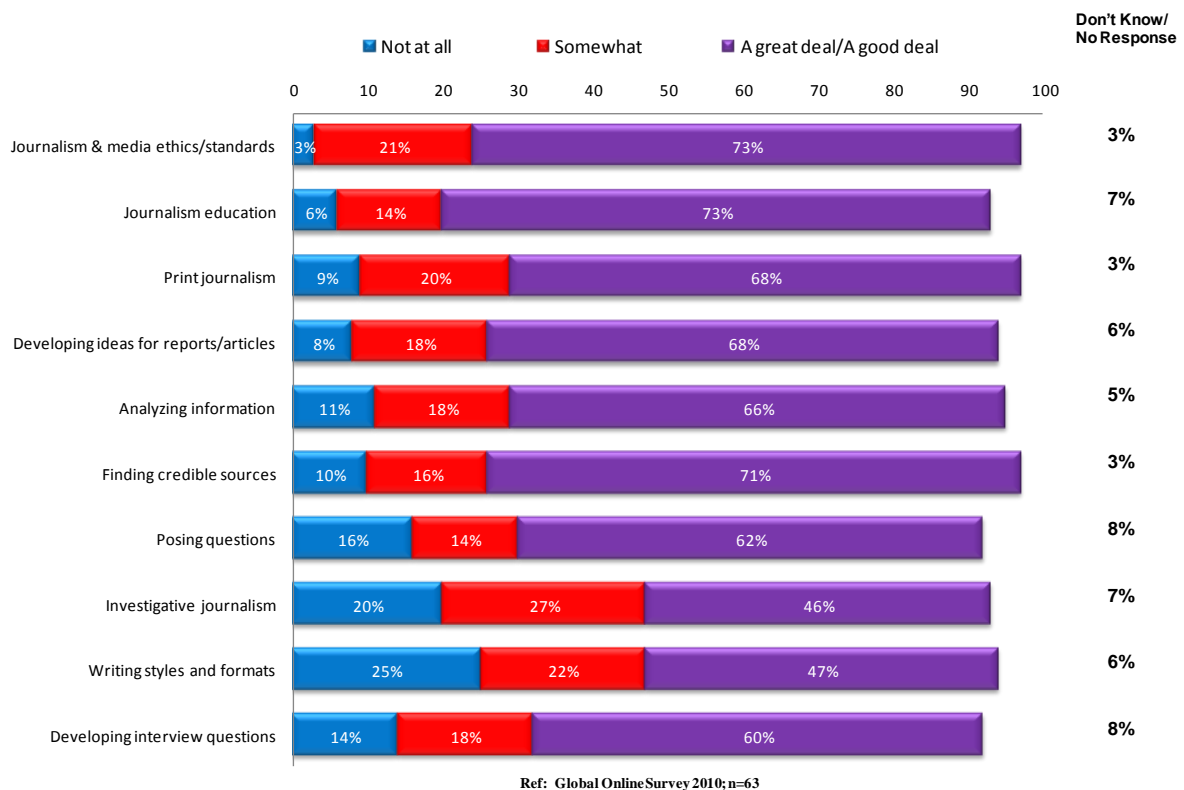
When asked to elaborate on how these new skills have changed their journalistic approach, some respondents simply said that they now try to write in a more American style, without necessarily identifying the specific characteristics of that style. For example, one participant now "stick[s] to the U.S. way of presenting stories."[115] Nonetheless, some of their comments indicate that they have adopted the practices of conducting more research and consulting more sources for stories so that they can write more objectively and in more depth. For example, one participant explained, "Since I participated in the program, I write in a very different way … I begin every story with more information and sources than in the past."[116]

These results are important in demonstrating that the Murrow Program has achieved the key goal of not only improving participants' proficiency in specific journalism skills, but changing their entire *approach* to developing content and reporting. In addition, the ability to analyze information and use credible sources—two of the applied skills included in Chart 11—are key

---

[115] Global online survey, 2010.
[116] In-depth interview, Tanzania.

*Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 68*

elements in achieving more accurate and objective reporting, which is one of the long-term goals of the program.

D. Application of New Technology Knowledge and Skills

As discussed in Section III.D, the various uses of new technology—especially the internet—in U.S. journalism was one of the key learning areas for program participants. As such, they returned home eager and ready to apply their new online journalism skills. Indeed, the survey results demonstrate that the great majority of respondents have had the opportunity to apply these skills. As shown in Chart 12, 80 percent of online survey respondents have applied their knowledge of alternative media in their work ("somewhat" or "a great/good deal"), and 77 percent have applied their new technology skills.

Chart 12. Extent to Which Participants Applied Knowledge Gained on Program: Technology

Ref: Global Online Survey 2010; n=63
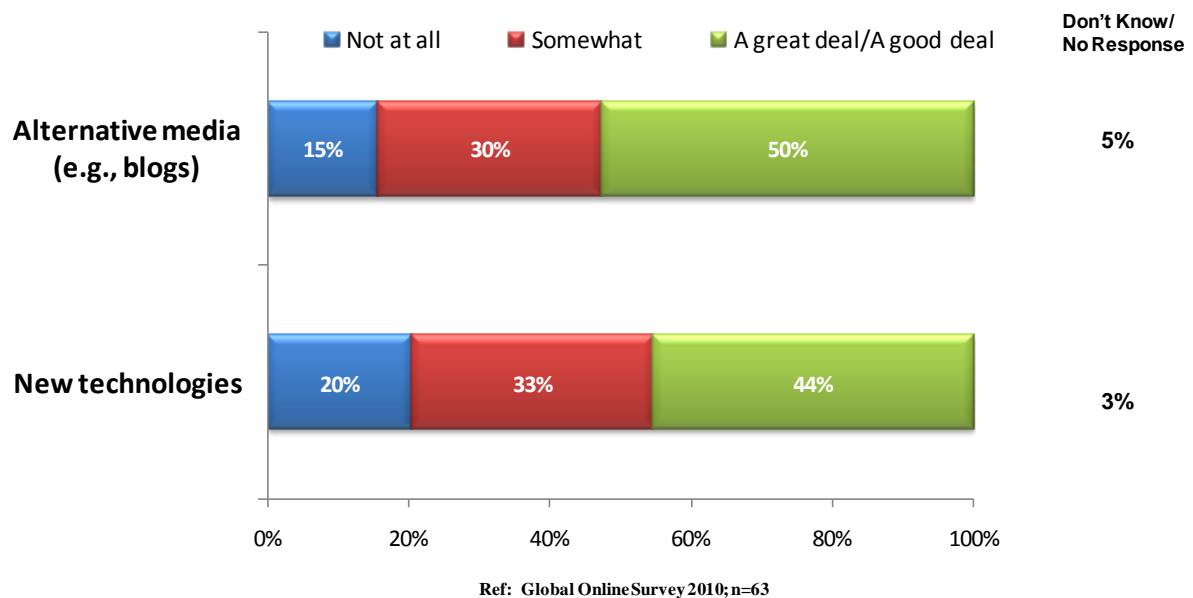
An additional finding that emerged was that participants' employers seemed quite open and willing to allow participants—and other journalists working for the outlet—to begin utilizing their new online skills right away. For example, one participant recounted the following story: "When I came back, I told the editor that I had new skills in online publications and blogging. He tasked me with writing articles for our online paper."[117] In addition, some participants explained that the timing of their participation in the Murrow Program dovetailed with their media outlets' expansion into online journalism, as illustrated by the following comment:

> *Prior to coming to the United States, I was a reporter and writer of a regular feature on our daily newspaper, but right at that time we were looking to produce an online version. When I returned from the U.S., I was also tasked with writing*

---

[117] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 69

for the daily online version because I had new skills and knowledge on how to adapt for online newspapers.[118]

These results support the Murrow Program's goal that participants will begin to use new technology in their work, as well as to demonstrate the use of such technology to coworkers (which will be discussed further in Section VI).

Furthermore, as a result of the technology skills developed during the program, many participants felt empowered to guide their colleagues and organizations in this transition. In some cases, they are taking the lead in helping their employers implement changes, thus fulfilling the program's goal of enabling participants to take on new leadership roles. (See Section VII for more details about organizational changes initiated by participants.)

Finally, as will be discussed in Section V, the impact of new technology skills on participants cannot be underestimated—for some, their new skills have even changed their career.

---

[118] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 70

V. Professional Development and Career Advancement

One of the longer term goals of the Murrow Program is for participants to benefit from the new skills and knowledge they have gained and utilized to develop professionally and further advance their careers. The evaluation demonstrates that the program has been quite effective in this area.

In fact, at the time of the global survey in 2010, three-quarters (76%) of the respondents reported that their participation in the Murrow Program had resulted in some kind of career change. Specifically, as shown in Table 2, most of these participants took on new responsibilities (58%) and/or changed to a new focus or subject area (54%). In addition, nearly half of them (46%) took on new leadership roles. Furthermore, many respondents either were promoted (18%), or moved to new jobs within the media sector (20%) or even in a different sector (18%).

Table 2. Career Changes as Result of Murrow Program Participation[119]

Change	% of respondents
New professional responsibilities	58%
Change in journalism focus (subjects covered)	54%
New leadership role	46%
New job within the media sector	20%
New career outside the media sector	18%
Job promotion	18%

Ref: Global Online Survey 2010; n=48

Participants often attributed their career advancements to three key factors related to their program experience:

(1) New confidence in their abilities

> *The program generated a lot of excitement for me when I went home. I had new confidence and felt stronger. My employers ... saw more potential in me than they had before. They also gave [me] more opportunities. I would not have been given these chances had I not gone on the Murrow Program.*[120]

(2) New areas of interest, such as new media

> *As a result [of the program], I became a lot more interested in the opportunities of reporting online ... so I changed jobs to follow my new interest areas.*[121]

(3) Increased desire for change based on new knowledge and skills

> *I learned so much from the Murrow Program ... that I was excited to do things in new ways.*[122]

---

[119] This question allowed for multiple answers, hence the figures do not add up to 100%. Rather, many respondents noted that they had experienced more than one change in their careers.
[120] Global online survey, 2010.
[121] Global online survey, 2010.
[122] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 71

The two most notable career shifts among the respondents as a group were the promotion of journalists to editors and the move from print newspapers to online publications. Indeed, whereas 51 percent of respondents had been journalists or reporters at the time of the program, only 40 percent remained in this category at the time of the online survey. At the same time, the percentage of respondents self-identifying as "editors" increased from 22 to 27 percent. Several respondents explained that they had been promoted to "editor" or other management positions since the time of their Murrow Program participation. The following quote illustrates this experience:

> When I returned to my home country, I told my employer I wanted to work more on our online content, as I had gained skills [that] I wanted to ensure I would retain. If this were not possible, my employer knew I would seek work elsewhere, but they were open to this opportunity and allowed me to do so. I am now Editor-in-Charge of our online content.[123]

In terms of changing focus, as discussed elsewhere in this report, moving toward online journalism was one of the most prominent impacts of the Murrow Program experience. For example, the percentage of respondents working for print newspapers dropped from 40 percent at the time of the program to only 30 percent at the time of the online survey. Most of these respondents took new jobs with online publications: the percentage of respondents working for such publications jumped from a mere 3 percent up to 10 percent.

> As a result of this experience, I changed my job and started working as a political correspondent for an information agency. Instead of providing news in the newspaper, I provide my reader with hot news via the internet.[124]

Furthermore, many of those participants who continued with the same employers also shifted into online content, as mentioned in Section IV.D. Almost all participants who are now working in online media attributed their new opportunities directly to the knowledge and skills they acquired on the program. For example, one participant explained that his new technology skills gained him a promotion:

> Over the years our company has moved to providing readers with online content as well as the print newspaper. Because of the skills I acquired during the Murrow Program, I was promoted to a position which requires me to write for both versions of our daily newspaper.[125]

In addition, their experience in the United States motivated some participants to look for opportunities to teach journalism. They explained that teaching future journalists allows them to make a long-term impact on the field of journalism in their countries:

---

[123] Global online survey, 2010.
[124] In-depth interview, Azerbaijan.
[125] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 72

On returning to my home country, I realized I had a lot more to offer, so I became a lecturer at our local college. I teach and lecture to future journalists. In this way, I give more back to my profession than would be possible as a journalist.[126]

I got an opportunity to teach a class at my local college that focuses on new media in journalism and the skills and techniques that can be used in today's media profession. This has been a very fulfilling experience because I work with journalists of the future.[127]

These results clearly demonstrate that the program has made a substantial impact on participants' professional development, in terms of promotion, new leadership roles, new responsibilities and/or changes in career track.

---

[126] Global online survey, 2010.
[127] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 73

VI. Knowledge-Sharing

A key goal of the Murrow Program is for participants to share the knowledge and skills they acquire in the United States with others when they return home. This section presents survey respondents' plans for knowledge-sharing before going home; the extent to which they did share their knowledge, and how; and how their peers and colleagues now view program participants as a result of this knowledge-sharing.

A. Anticipated Knowledge-Sharing Prior to Return

After completing the program, all respondents (in the post-program survey) expressed their intention to share information from their experience with others. As shown in Chart 13, the greatest number of respondents (45%) intended to share information informally, by talking with colleagues. In addition, at least 10 percent of respondents intended to share information by holding meetings, distributing written materials to colleagues or by disseminating information via the internet (including e-mail, blogs and social networks).

Chart 13. Plans to Share Murrow Program Experience

Plan	Percent
Talks with colleagues and tell them all about experiences	45%
Hold organized meetings/discussions/briefings	13%
Share the written content with everyone	12%
Use the internet as a way to spread the experiences	11%
Other	11%
Conduct training specfically for colleagues	6%
Write a formal report for superiors/managers/colleagues	6%
Publish articles/features	5%
Organize presentations	3%
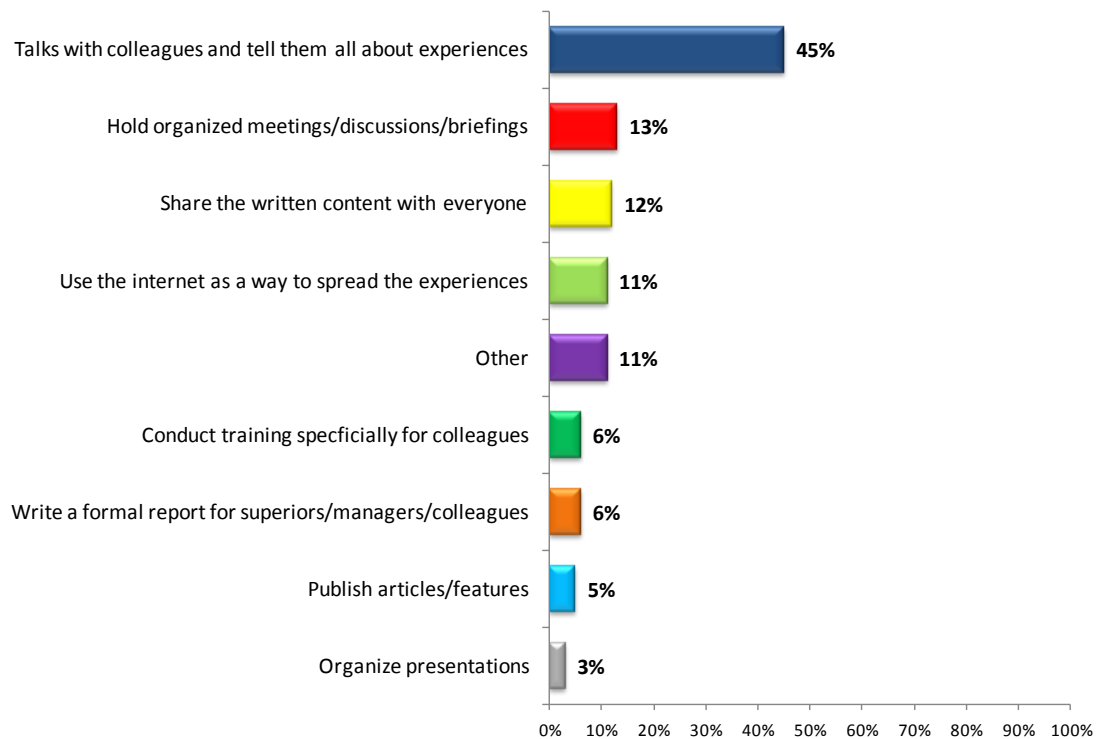
Ref: Post Program Survey 2008; n=98

In addition, most respondents (78%) in the post-program survey planned to use the materials they had gathered during the program to prepare reports or stories for publication/broadcasting at home. The following quote is illustrative:

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 74

I collected a lot of useful materials while on the program but also acquired brochures and articles from U.S. journalists that will serve multiple purposes when I return home. I will be able to use them as reference material for articles and reports I intend to write, but I will also share them with my work colleagues.[128]

B. Post-Program Sharing of Knowledge and Experience

The global online survey revealed that participants followed through on their intent to share their knowledge and experience with others. In fact, they did so even more than they had planned to, both in terms of the depth of information they shared and the breadth of people they shared with (such as peers, colleagues and local business leaders). Overall, there were four key ways in which participants shared what they gained from the program: (1) educating the workforce, (2) educating beyond the workforce, (3) sharing through professional forums and (4) sharing through the media.

1) Educating the workforce. As shown in Chart 14, nearly half the respondents (44%) shared their knowledge and experience by training coworkers. Training methods included formal and informal meetings, as well as lunch discussions and coffee breaks dedicated to discussing the program. In some organizations, management and supervisors required junior staff to attend training sessions in order to maximize the impact of the learning experience. Some of these training programs resulted in raising the quality of reporting across an entire media organization, as explained in the following comments:

My employer asked me to set up meetings with our junior staff to ensure that they gained from my experience. Since doing this, our staff has improved greatly in how they conduct their work, and my employers are very happy with me for sharing my knowledge. … I continue to share what I learn with others.[129]

I was encouraged by my superiors to train my colleagues. Not only did we do this in our main office but also in other sub-offices in our region. Our reporters are now writing better articles and producing better stories… We have gained as an organization, not just as individuals.[130]

2) Educating beyond the workforce. In addition, many participants took opportunities to share their knowledge with students. In fact, more than a third (38%) of survey respondents made presentations about their Murrow Program experiences at universities or schools of journalism. The following comments illustrate how such presentations came about and what they focused on:

I attend a journalism course at night in the college, and my lecturer invited me to share my experience with fellow students, many of whom would now like the opportunity to go to the United States with the Murrow program.[131]

---

[128] Post-program survey, 2008.
[129] Global online survey, 2010.
[130] In-depth interview, Tunisia.
[131] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 75

> *I got invited to the local journalism college to speak to the students not only about my experience on the Murrow Program, but also about the skills I learned about foreign media.*[132]

In addition, 14 percent of respondents developed or taught a university course as a way of sharing knowledge gained on the program.

3) Sharing knowledge and experiences through professional forums. In addition to training coworkers, many program participants shared their knowledge with other media professionals through a variety of forums. For example, they spoke at local press clubs (42%), organized meetings or networked with fellow professionals (35%), and/or created or joined professional associations in order to share their information and experiences (32%). For example, one participant has spoken at journalists' meetings numerous times: "Since returning from the United States, I have attended many meetings of journalists in our city. I have stood up and spoken about my experience and the skills I gained on the program."[133]

Some respondents who created new professional associations saw this as a way to bring like-minded professionals together in a forum for open discussion, as well as to share their knowledge with a wider audience and ultimately to strengthen the field of journalism. In one instance, two program participants worked together to create such a group, which was received well by the local journalism community:

> *I worked with another colleague who was on the Murrow Program to set up a working group in our city. The meetings were attended by many of our colleagues, younger and older, who are also keen to develop our profession in a more professional manner.*[134]

4) Sharing knowledge and experience through the media. As mentioned in Section VI.A, most respondents (in the post-program survey) planned to utilize materials they had gathered during their time on the program to write articles or produce stories via electronic media. Indeed, many participants followed through on this when they got home. As shown in Chart 14, more than a third (35%) of respondents wrote articles about their experiences for professional journals. In addition, many respondents wrote articles for professional blogs (14%) and/or developed websites or blog sites to share information (12%). Some participants even wrote books related to their Murrow Program experience.

---

[132] Global online survey, 2010.
[133] Global online survey, 2010.
[134] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 76

Chart 14. Methods of Sharing Experience

Method	Percentage
Trained co-workers	44%
Discussed ideas at local press clubs	42%
Made presentations at universities/schools	38%
Organized meetings/networked	35%
Wrote articles for professional journalists	35%
Created/joined a working group/journalists associations	32%
Other	15%
Wrote a professional blog	14%
Taught/developed a university course	14%
Developed work website	12%
Wrote non-academic books	5%
Wrote academic books	3%
Set up a professional newsletter	3%

Ref: Global Online Survey 2010; n=63

All of these results support the Murrow Program's goals for how participants might share their knowledge with others at home: to convey new skills and knowledge to colleagues; to write articles on topics covered during the program; to join professional associations; to share their knowledge with the larger journalism community outside the workplace, such as via press clubs or blogs; to introduce new ideas into journalism education; to contribute to professional journals; and to write books sharing their new knowledge.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 77

C. Post-Program Receptivity

Most survey respondents reported that they had earned increased respect and status among their colleagues and peers because of the knowledge they shared after returning from the program. In fact, as shown in Table 3, three-quarters (74%) of respondents are now considered "expert" or "knowledgeable" about journalism and media techniques, practices and standards. Four in ten respondents (41%) stated that their colleagues now view them as "experts" and often seek their advice, as illustrated by the following comment: "I feel a deep honor for having participated on the Murrow Program. Not only is this honor recognized by my employer, but my colleagues at work now view me as someone to come to."[135]

Table 3. Colleagues' Perceptions of Participants After Murrow Program Experience

	% of respondents
Considered an "expert"	41%
Considered "knowledgeable"	33%
No change in perception	21%
Don't know/No response	5%

Ref: Global Online Survey; n=63

The positive reactions of colleagues and superiors to participants' new knowledge and expertise are critical to participants being able to effect changes within and beyond their organization.

---

[135] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 78

VII. Organizational Changes

A primary objective of the Murrow Program is to give participants the knowledge, understanding, skills and tools that will allow them to return to their home countries and become catalysts for developing and promoting journalistic excellence and advancement, both within their workplaces and in the field at large. Indeed, the evaluation demonstrated that many respondents undertook initiatives that resulted in organizational changes.

The majority of respondents began at least one new initiative when they went back to work. As shown in Chart 15, the most common initiatives were to report on new subjects or fields (58% of respondents) or to encourage more teamwork (55%). For example, one participant "began writing articles on new subject matter related to health and crime," which attracted substantial readership when published online.[136]

Chart 15. Initiatives Undertaken at Work as Result of Murrow Program

Initiative	Percentage
Reported on new subjects/fields	58%
Encouraged more teamwork	55%
Adopted new professional/ethical standards	44%
Facilitated collaboration among journalists/reporters	44%
Helped develop new processes for writing articles	39%
Initiated policy changes	27%
Acquired more resources	24%
Initiated procedural changes	21%
Set up new management practices	15%
Acquired better compensation	14%

Ref: Global Online Survey 2010; n=63

As discussed in other sections of this report, some of the most significant organizational changes that program participants either initiated or participated in were those related to online journalism, including creating new online publications or websites, increasing the quantity of online content, or upgrading technology in order to facilitate increased online publication. For example, one participant explained, "Because we started doing more online work, we had to upgrade our systems and our software in order to publish content online. We now have video links on our website, interview feeds and photographs."[137] As discussed earlier, many of the

---

[136] Global online survey, 2010.
[137] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 79

participants' media outlets were in the process of transitioning to more online content at the time that they attended the Murrow Program, so when they came back, their employers sought them out to apply their new technology skills by assisting or even leading this transition process. Along these lines, one participant wrote, "I have been involved in change within our department. I am now on an advisory team with senior management which is responsible for upgrading our department and moving us into the online media world."[138]

While technological advances was not one of the specific changes included in the survey, these types of changes likely fall into the categories of "acquiring more resources" (24% of respondents) and "initiating procedural changes" (21% of respondents) shown in Chart 15. Indeed, when discussing new resources they had helped their organizations acquire, respondents typically listed technological equipment, such as new computers, recording devices or software.

In addition, many respondents initiated policy changes (27%) and/or new management practices (15%) within their organizations. For example, one participant helped their organization to adopt the U.S. journalistic practice of subject matter specialization among reporters: "Previously, all of the journalists were reporting on all topics. Now we have divided, and some write about politics, others about sports. This [has] worked out well, and our website [has] advanced."[139]

Furthermore, 4 in 10 respondents (39%) reported that they have helped develop new processes for writing articles. In many cases, this came about because when participants came back from the program, they adopted new reporting practices in their own work, which their colleagues and/or supervisors liked and eventually adopted. For example, one participant wrote, "I was very junior in the editorial department, but I improved my own practices, which resulted in them being implemented across the editorial department."[140]

These results support the Murrow Program's goal that the skills and knowledge taught in the program will contribute to improved professional standards organization-wide and industry-wide.

---

[138] Global online survey, 2010.
[139] In-depth interview, Tanzania.
[140] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 80

VIII. Increased Linkages and Professional Networking

Murrow Program participants benefit from interactive and experiential learning with media and journalism professionals, as well as academic seminars at U.S. schools of journalism throughout the country. The program gives participants the opportunity to connect and link with other participants on both a professional and personal basis, and to network with U.S. media professionals and academics with similar collaborative interests once the program has ended. This section presents survey respondents' initial plans for maintaining these contacts after attending the program, as well as reports to what extent those contacts have been maintained over the long term and what types of collaboration have resulted from these new professional links.

A. Anticipated Plans for Future Collaboration and Staying in Contact

After participating in the Murrow Program, respondents looked forward to staying in contact and/or collaborating with a wide range of professional contacts whom they had met during the program.

In fact, as shown in Chart 16, the vast majority of post-program survey respondents planned to stay in touch with their fellow program participants (85%), as well as the various U.S. professionals they had met during the program. In particular, most respondents planned to maintain contact with State Department staff (75%), journalism professors and lecturers (71%), Murrow Program staff (67%), U.S. media counterparts (64%) and staff of the Aspen Institute (55%), among others they had met at the state, local and community levels.

Chart 16. Whom Participants Plan to Stay in Touch with After Murrow Program

Ref: Post Program Survey 2008; n=98

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 81
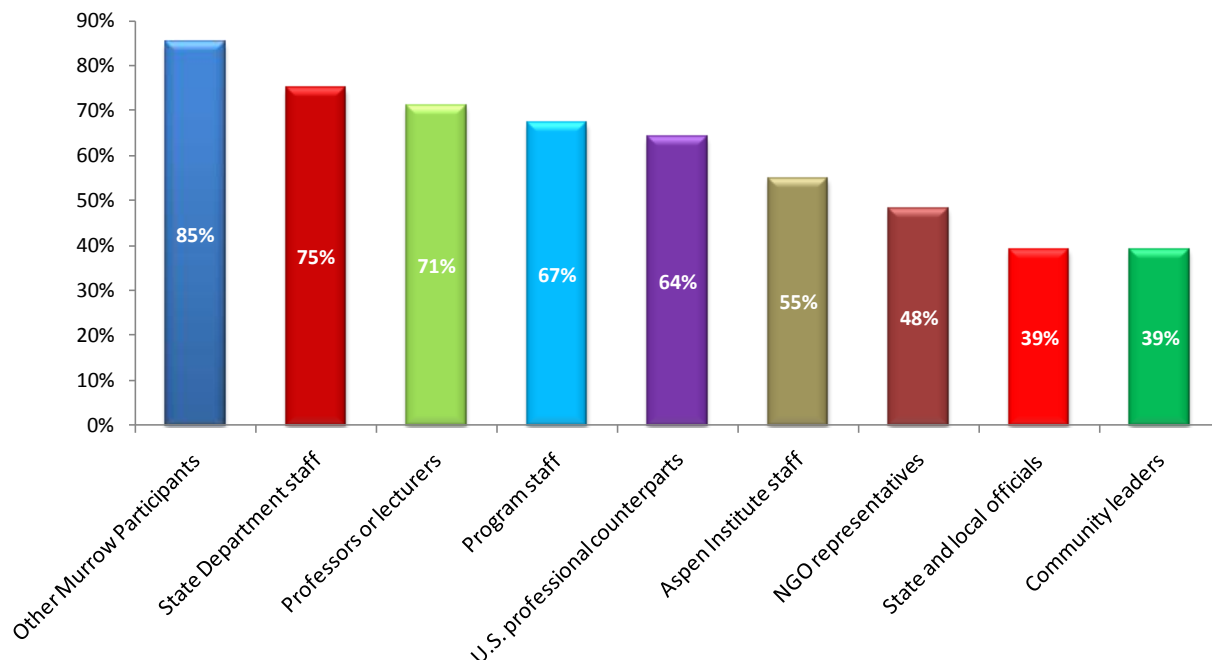
In addition, most respondents intended to collaborate with the fellow journalists they had met—both U.S. counterparts and other program participants—in various ways. As illustrated in Chart 17, they anticipated sharing documents of mutual interest (70%), as well as collaborating on stories (70%), working together to train other media professionals (63%), and publishing newsletters or blogs (60%). In terms of collaborating on stories, one respondent explained, "If they [other participants] need some contact about my country, they'll reach me. We'll share information [when] we are writing about the same stories about international issues."[141]

Chart 17. Plans for Collaboration with U.S. Counterparts & Other Murrow Participants
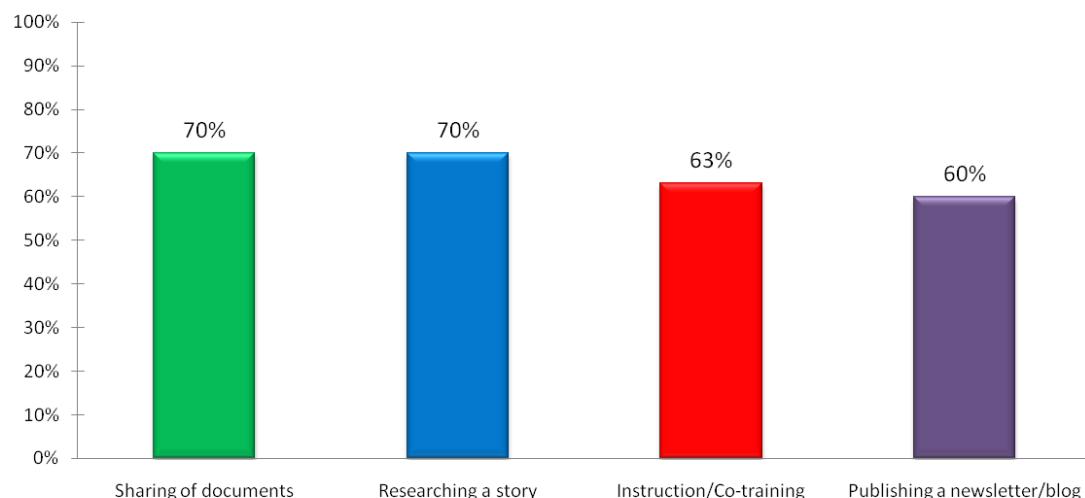
Ref: Post Program Survey 2008; n=98

B. Collaboration and Contact Maintained with Other Murrow Program Participants

Most participants followed through on their intentions of staying in touch and collaborating with other Murrow Program participants. In fact, the vast majority (91%) of online survey respondents had maintained these contacts. As shown in Table 4, those who have stayed in touch tend to communicate frequently: most of them (60%) keep in touch at least once a month (weekly or monthly).

Table 4. Frequency of Contact with Other Murrow Program Participants

Frequency of Contact	% of respondents
At least once a week	12%
At least once a month	48%
At least once a year	33%
Less often	7%

Ref: Global Online Survey 2010; n=57

---

[141] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 82

In their responses to the open-ended survey questions and interviews, respondents elaborated on the types of contact and collaboration they have had:

> *I have spoken many times with other journalists from the program as well as some of my own colleagues here. We have spoken in the framework of discussions and press clubs, as well as with journalists from other newspapers and publications here and abroad.*[142]

> *We were so motivated when we got back ... that I and some of my fellow colleagues who participated in the program decided to create a network so we can keep in touch with other journalists we met in our programs.*[143]

> *We have done work in conjunction with television, radio and print media participants of the program.*[144]

Also, some participants followed through on their intention to collaborate on training programs, as illustrated by the following comment: "[We have been] organizing training programs in collaboration with institutions who are linked with media organizations and NGOs in the U.S."[145]

These findings demonstrate that participants are indeed maintaining ongoing ties with fellow journalists years after their exchange experience, which is one of the goals of the program.

C. Collaboration and Contact Maintained with U.S. Journalists and Media Professionals

Almost half (46%) of the online survey respondents also stayed in touch with U.S. journalists and media professionals, as planned. As shown in Table 5, most of these respondents (51%) stay in touch one or more times a year, while 4 in 10 (39%) communicate more frequently (either weekly or monthly).

Table 5. Frequency of Contact with U.S.-Based Journalists and Media Professionals

Frequency of Contact	% of respondents
At least once a week	10%
At least once a month	29%
At least once a year	51%
Less often	10%

Ref: Global Online Survey 2010; n=29

The strong contacts maintained among program participants from different countries and with U.S.-based counterparts highlights how the Murrow Program empowered participants to

---

[142] In-depth interview, Azerbaijan.
[143] In-depth interview, Argentina.
[144] Global online survey, 2010.
[145] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 83

collaborate, network and exchange ideas. As evidenced by this evaluation, the continued engagement and collaboration among participants and U.S. counterparts after the program ends, fosters linkages that can promote mutual understanding and journalistic excellence over the longer term. The following quotes illustrate the impact that these contacts have had on individual participants:

> *When I am doing a story about the U.S. government's role in Pakistan, I have e-mailed my colleagues in the United States for clarifications and advice.*[146]

> *The value of this program has lasted long after I returned home. I can now write articles beyond the boundaries of my home country because of contacts I made while on the Murrow Program. I have co-written articles about the state of the economy with professional journalists from the U.S. and other countries.*[147]

---

[146] Global online survey, 2010.
[147] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 84

IX. The Role of Journalists and Media in Society

The Murrow Program draws participants from over 150 countries around the world. The institutional environments in which participants find themselves vary from country to country, as does the specific role of the media as the fourth estate.[148] An important part of this evaluation was to explore how past program participants now understand their role as journalists, and that of the media in their societies, including what kinds of challenges they face.

A. The Journalist's Role and Advocating for Press Freedom

In the global online survey in 2010, past program participants were asked to reflect on what they feel is a journalist's most important role or function. As shown in Chart 18, most respondents (51%) agreed that providing objective coverage of current events is the most important function of journalists. At the same time, a substantial proportion of respondents (40% combined) believe that a journalist's most important function is either to draw attention to societal problems (22%) or to act as a watchdog (18%). Notably, very few respondents place a high priority on reporting the views of the government (5%) or political parties (2%).

Chart 18. Most Important Role/Function as a Journalist
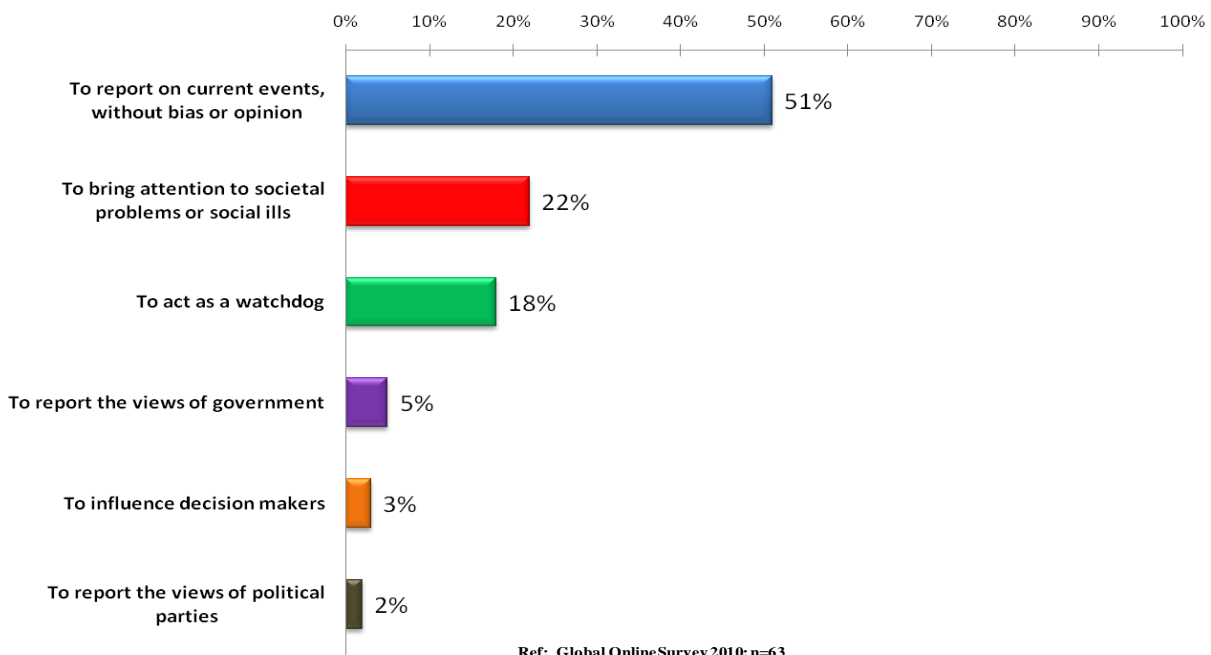
Role/Function	Percentage
To report on current events, without bias or opinion	51%
To bring attention to societal problems or social ills	22%
To act as a watchdog	18%
To report the views of government	5%
To influence decision makers	3%
To report the views of political parties	2%

Ref: Global Online Survey 2010; n=63

---

[148] The "fourth estate" refers to the journalistic profession or its members; it is used often in regard to the media/press whose influence is not consistently or officially recognized in some countries.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 85

In keeping with these priorities, most respondents reported that they have used the knowledge gained on the Murrow Program to advocate for greater freedom of the press. Specifically, as shown in Chart 19, most respondents have applied their greater understanding of a free press to advocate for freedom of information (64%) and/or greater access to public records (56%). In addition, many respondents have applied their knowledge to strengthen professional media associations (48%), to advocate for journalists' rights (44%), to advocate for media reform (33%) and/or to build coalitions (27%).

Chart 19. How Respondents Used Knowledge/Information Gained on Murrow Program
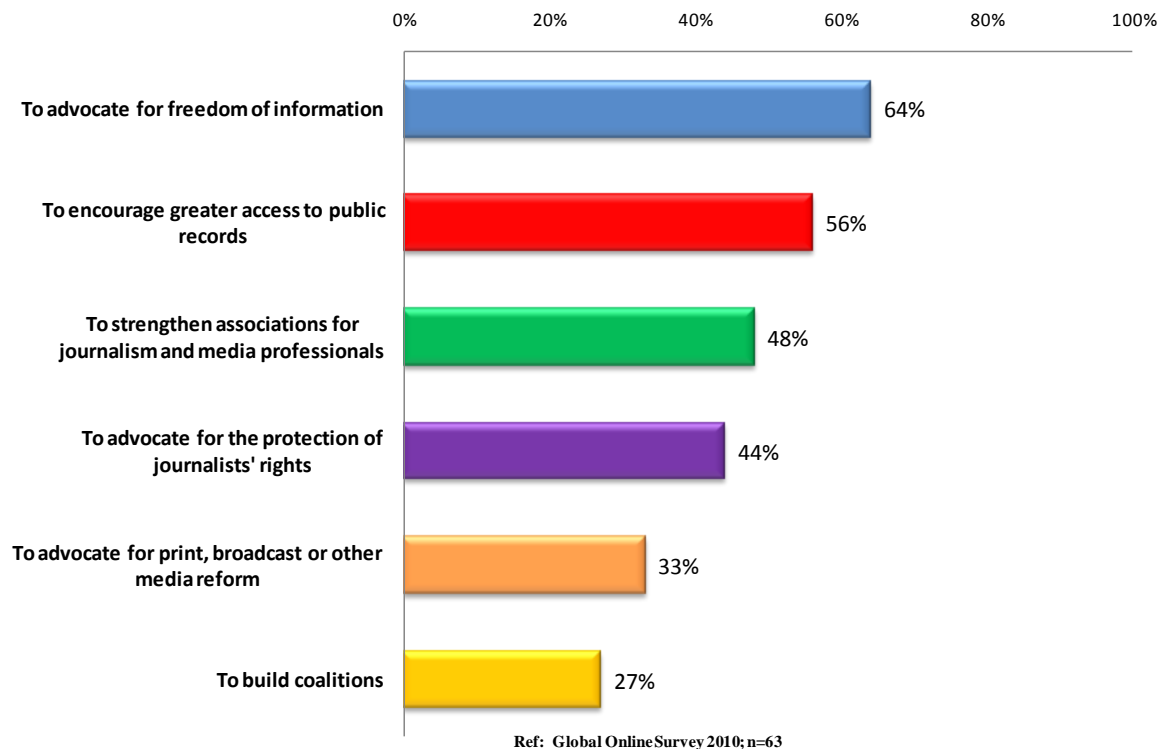
Ref: Global Online Survey 2010; n=63

These results demonstrate that the Murrow Program has been highly effective in achieving the critical long-term goal of educating participants about the rights and responsibilities of a free press so that they will be motivated to advocate for greater press freedom and a stronger media profession in their own countries.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 86

B. Challenges Faced by Journalists and Media Professionals

Given the global reach of the Murrow Program and the significantly different media environments in which past participants work, it is not surprising that more than half (52%) of the survey respondents faced challenges in trying to apply their program learning when they returned to work in their home countries. As shown in Chart 20, the most common challenges were a lack of resources (55% of those who experienced challenges) and requests to refrain from reporting on a particular issue or subject (42%).

Chart 20. Challenges Faced in Trying to Apply Learning from Murrow Program[149]
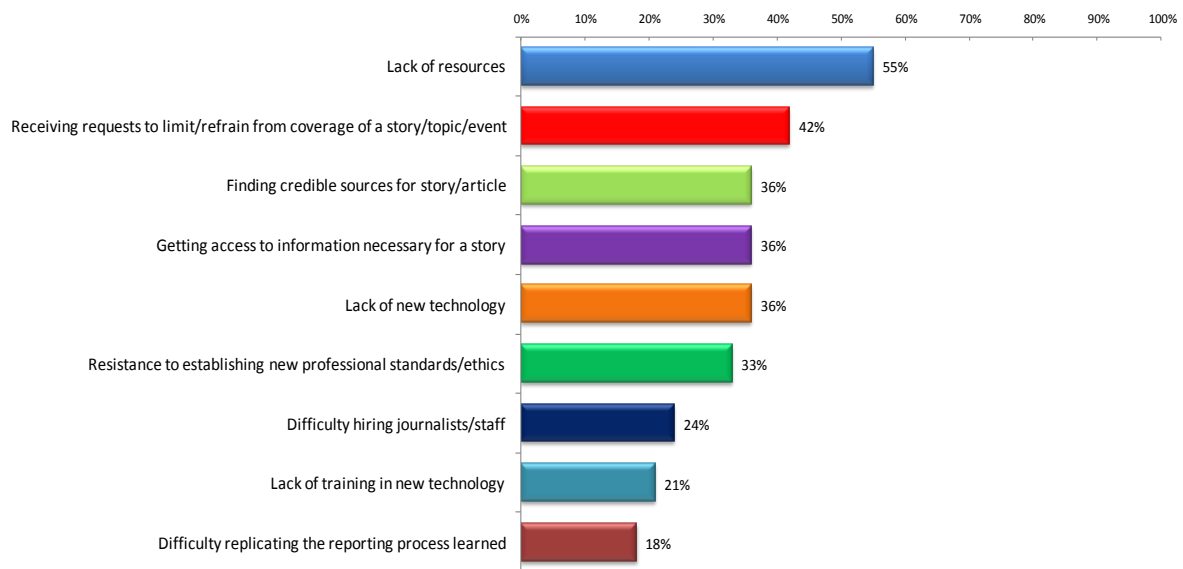
Ref: Global Online Survey 2010; n=33

In addition, at least a third of the survey respondents who experienced challenges reported problems in the following areas:

- difficulty finding credible sources (36%)

- difficulty getting access to information needed for a particular story (36%)

- lack of new technology (36%)

- resistance to establishing new professional or ethical standards (33%)

Those who were asked to refrain from covering certain topics—whether due to formal censorship or institutional self-censorship of taboo issues for fear of reprisal—noted that the Murrow Program nonetheless had given them an opportunity to observe the practice of journalism and the media environment in the United States, to discuss different journalism and media environments with fellow participants, and to acquire the skill set necessary to make changes, as feasible, in the future.

---

[149] Figures reflect the percentage of those who answered "yes" to the question, "Are there any challenges you face in trying to apply what you learned during your program?"

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 87

We were sharing experiences, getting first-hand information on the challenges facing the media in the U.S. and directly comparing them with our home situations.[150]

On discussing with U.S. journalists the barriers we face because of working in highly censored environments, I got some very good suggestions on how to do certain tasks without necessarily crossing the boundaries that could get me into trouble, and I have found I can report better now by using these suggestions.[151]

---

[150] Global online survey, 2010.
[151] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 88

X. Program Value and Effectiveness in Meeting Participant Objectives

The survey respondents were very satisfied with their experience on the Murrow Program. They appreciated the overall program design, as well as its individual components, and most of them agreed that the program met or exceeded their expectations. The following comment illustrates this sentiment:

> *I remember the program as being one of the best spent three weeks, in terms of informal education, in my life. It was superb in how it was organized and I am very satisfied with the experience. ... [T]he meetings were many, but always useful and interesting.*[152]

A. Usefulness of Murrow Program Components

As shown in Chart 21, the vast majority of respondents to the post-program survey found all components of the program valuable.

Chart 21. Participants' Assessments of Value of Murrow Program Components

Ref: Post Program Survey 2008; n=98
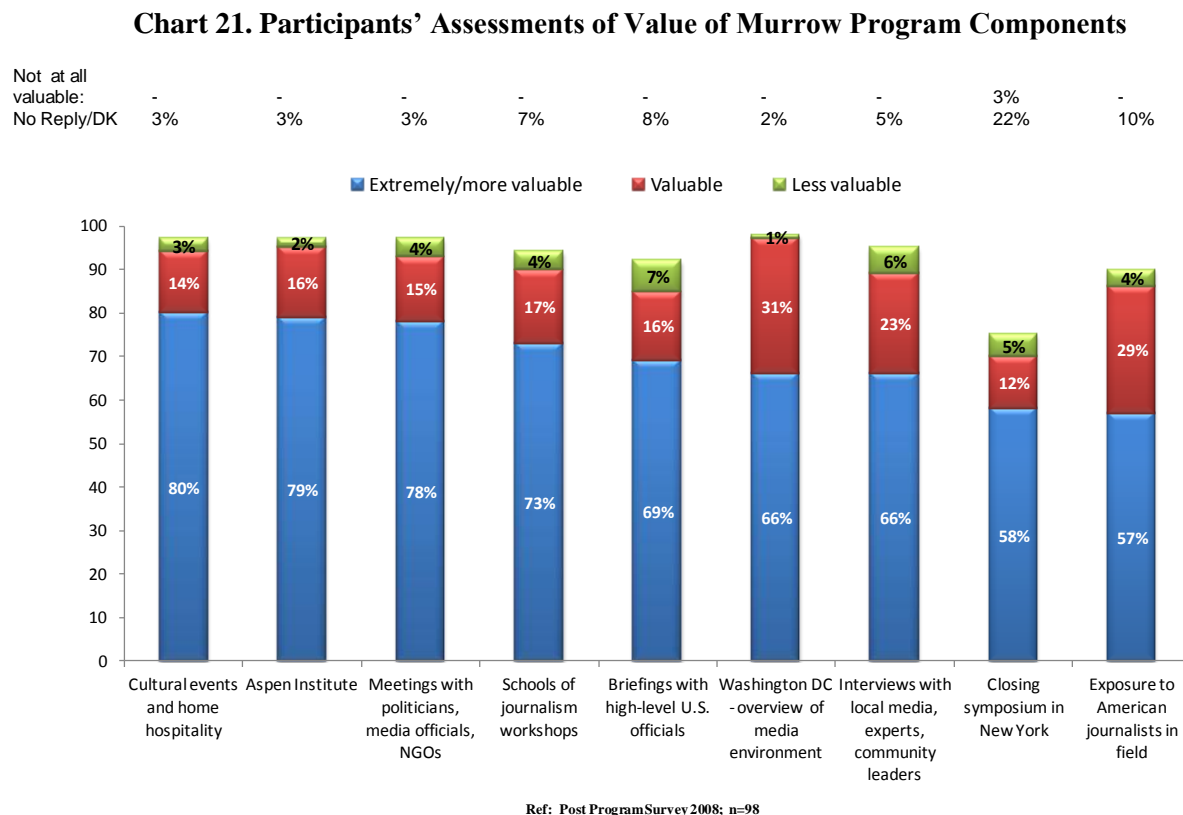
In their written comments, participants explained that the combination of all these components was what made the Murrow Program so valuable. They appreciated how the design and structure of the program was tailored to accommodate the interests of the diverse journalists and media professionals participating. For example, participants benefited from the combination of

---

[152] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 89

classroom time devoted to the principles and practice of journalism with field visits to various media outlets where they could observe professional journalists at work, as illustrated by the following comments:

> *The balance between classroom learning and field trips was ideal. I had the opportunity to learn from professionals and ask questions, but then also see them at work.*[153]

> *[T]he time we had was used very well. We got discussion time and time to integrate with professionals in radio stations and at local newspaper houses. It was interesting to see how they conduct their day's work as opposed to just sitting talking about it.*[154]

B. Extent to Which Murrow Program Met Participant Objectives

As shown in Chart 22, the majority of survey respondents (55%) felt that the Murrow Program had met "to a good extent" their expectations, and another third (36%) of them reported that their expectations had been "completely met". Thus, in total, more than 90 percent of the participants surveyed were satisfied that the program had met their needs. For example, one highly satisfied participant wrote, "The program has totally met my expectations. It has allowed me to get to know the American system better and to make many new interesting contacts."[155]

Chart 22. Extent to Which Murrow Program Met Participants' Expectations
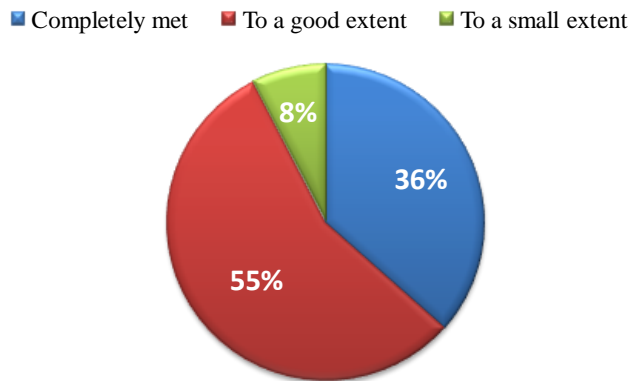
Ref: Global Online Survey 2010; n=63

In addition, the evaluation demonstrated that the Murrow Program was highly effective in fulfilling participants' specific objectives. In order to measure this, the online survey asked respondents to identify their primary objectives for attending the program (see Section II) and to assess "to what degree" the program met those objectives. As shown in Chart 23, the vast majority of respondents confirmed that the program had fulfilled each of their objectives.

---

[153] Global online survey, 2010.
[154] Global online survey, 2010.
[155] In-depth interview, Argentina.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 90

For example, as discussed in Section II, the most common objective for attending the program was to learn about the United States. Of those respondents who hoped to learn about U.S. people, society and culture (84% of the survey population), 91 percent were satisfied that the program met this objective "completely" or "to a good extent." Of those who aimed to learn about U.S. government, politics and policies (72% of the survey population), 96 percent felt that the program met the objective. For example, one participant wrote, "The primary objective for my participation was to gain insight into American realities, its media and the American democracy. The program surpassed my expectations on what I would learn."[156]

These figures were similar across the board, with 9 in 10 respondents expressing satisfaction regarding each objective. For instance, one participant explained how the program fulfilled the objective of networking and exchanging ideas with other media professionals:

> *I wanted an opportunity to get in contact with other professionals and academics to share knowledge and ideas. This program has allowed me to do that, and I am grateful that I am now able to report better with input from new sources.*[157]

Chart 23. Extent to Which Murrow Program Met Participants' Primary Objectives
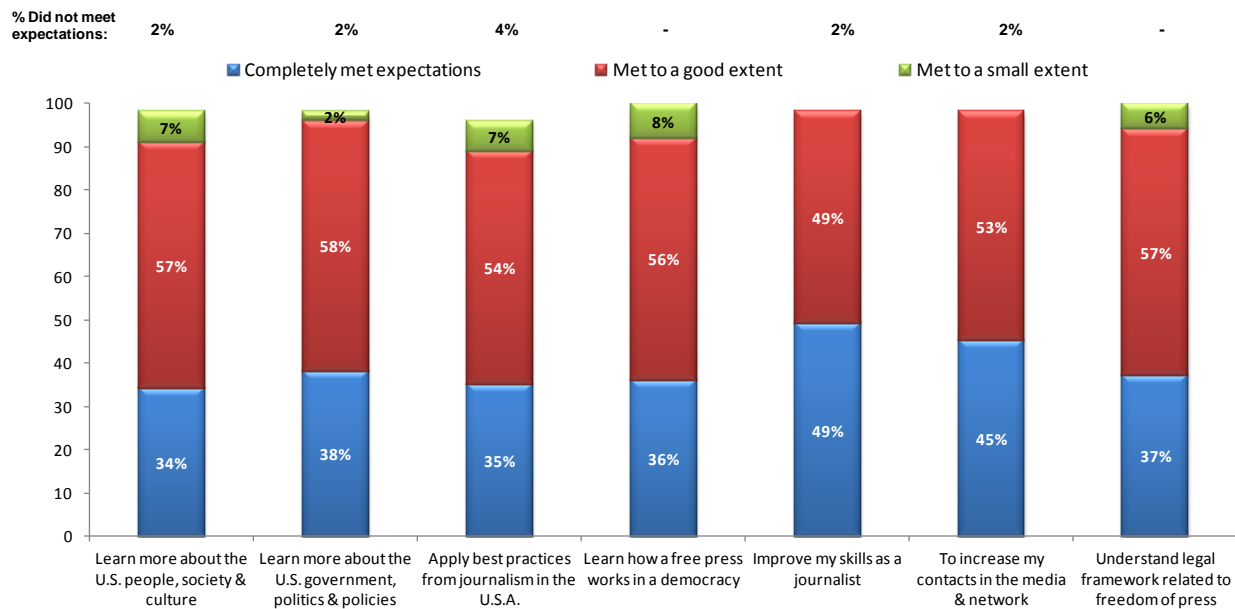
Ref: Global Online Survey 2010; n=63

These results demonstrate that the broad range of activities included in the Murrow Program makes it possible for participants to fulfill a variety of professional goals, which are in line with the aims of the program itself.

---

[156] In-depth interview, Azerbaijan.
[157] In-depth interview, Tanzania.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 91

Conclusion

The evaluation demonstrates that the Murrow Program has been highly effective in meeting all of its goals, from short-term changes in individuals' skills and perspectives to long-term organizational changes. As noted throughout this report, the new technology component of the program in particular has had a tremendous impact on participants' careers, as well as the standard practices of their media organizations. In fact, some participants credit the Murrow Program with changing their lives:

> *The Murrow Program has changed who I am professionally and personally. I am a stronger, more confident, more informed and more professional journalist because of this life-changing program.*[158]

> *[After the program] I changed jobs to follow my new interest areas. ... This program has changed my life.*[159]

Furthermore, as discussed in Section VI, participants have shared their new knowledge and skills far beyond the confines of their own organizations. The extent of their knowledge-sharing—in terms of both frequency and variety of forms—indicates that the Murrow Program, over time, could contribute to both greater professionalism and greater attention to the importance of a free press in the media profession at large.

---

[158] Global online survey, 2010.
[159] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 92

CITIZEN EXCHANGE PROGRAMS
IN THE FIELDS OF JOURNALISM AND MEDIA

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 93

Executive Summary

Program Description

The Professional Exchanges Division of the Office of Citizen Exchanges provides grants to U.S. organizations for professional development of emerging leaders in critical professions. During the six-year evaluation period (FY 2001–FY 2006), more than 50 Citizen Exchange grant agreements with U.S. universities and organizations engaged professionals from 45 countries in journalism-related training programs.

Grant activities involved a series of professional exchanges between groups of approximately 10-20 core participants and U.S. media experts over the course of 1-3 years, usually including activities both in the United States and in the participants' home country or region. About half of the grant programs were country-specific, while the other half involved participants from multiple countries within a particular region. Many programs involved a training-of-trainers component.

Evaluation Methodology

This two-year evaluation of the Citizen Exchange programs, carried out from 2008 through 2010, used a multi-stage, mixed-method data collection strategy to evaluate the program from FY 2001 to FY 2006, based on the following key program goals and outcomes:

- *New knowledge and skills.* Participants develop increased knowledge or skills in the following areas: U.S. journalism and media environment; democracy in the United States; the role of the media in a democracy; U.S. society, people and values; journalism and media management skills; media ethics; and professional standards and practices. In addition, participants develop new areas of interest or expertise in specific subjects addressed in the program, such as human rights or trafficking.

- *Application of learning and skills.* Participants apply their new knowledge and skills into their work when they return home.

- *Professional development and career advancement.* As a result of their program experience, participants attain promotion, take on new leadership roles or professional responsibilities, and/or make a change in their career track.

- *Knowledge-sharing.* Participants share their new knowledge and skills with coworkers, colleagues and the greater journalism community at home.

- *Organizational changes.* Participants effect changes in the editorial and managerial practices in the media organizations or outlets where they work.

- *Increased linkages and professional networking.* Participants develop ongoing ties with fellow journalists and media professionals met during the program, as well as encourage greater collaboration among media professionals in their home countries.

- *Advocacy for journalists' rights and a strong media profession.* At home, participants advocate for protection of journalists' rights, increased attention to the public responsibilities of journalists, and strengthening of journalists' professional associations.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 94

The data collection strategy included the following components:

- *Document review:* A comprehensive review of all program-related documents from the evaluation period, including concept papers, proposals, final reports, trip reports, interim reports, financial reports and cable correspondence with U.S. missions.

- *In-country face-to-face interviews and focus groups:* Between December 2008 and February 2009, face-to-face interviews and/or focus groups were conducted with past program participants in Azerbaijan and Tanzania.

- *Survey:* The evaluation team conducted an online survey of past participants around the world from August 2009 to April 2010.

The evaluation results presented in this report rely primarily on the global online survey, supported and illustrated by the other methods.

Participant Objectives for Attending the Program

The majority of survey respondents embarked on the program with multiple objectives. They were eager to develop their journalism skills, network with fellow media professionals, and learn about the United States and the role of media in a democratic society. These objectives clearly aligned with the program goals for learning and growth.

New Knowledge and Skills

The Citizen Exchange programs have been quite effective in improving participants' knowledge and skills in all areas, as demonstrated by the following findings:

- Most survey respondents reported that their knowledge of U.S. society, government and policymaking, as well as the role of media in a democracy, had increased "a great deal" or "a good deal" as a result of the program.

- Most respondents reported substantially increased understanding of U.S. media relations with other sectors, especially the Government and NGOs.

- Most respondents reported increased understanding of specific subjects addressed during the programs, especially human rights.

- The great majority of respondents learned "a great deal" or "a good deal" about journalism skills and professional standards.

- Most respondents acquired valuable skills in new technologies and developed a greater understanding of alternative media.

Application of Learning and Skills

Participants reported that their new knowledge and skills had made a substantial impact on their work when they returned home. The following findings are illustrative:

- Most survey respondents have applied their new knowledge of the United States and the role of the media in a democracy in their work. Most notably, 100 percent of them have applied their knowledge of media relations with the U.S. Government.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 95

- Most respondents have applied their knowledge of all the specific subjects they learned about during the program. Most notably, the majority of respondents have applied their knowledge of human rights "a great deal" or "a good deal."

- The majority of respondents have applied their increased journalism skills, as well as their improved knowledge of media standards, ethics and principles, into their work at home "a great deal" or "a good deal."

- Most respondents have applied their new technology skills and knowledge of alternative media. These skills have proved quite useful to participants over the long term, as their countries have continued to develop technologically and more media outlets have moved toward online content.

Professional Development and Career Advancement

Participants reported that the new skills and knowledge they gained and utilized have helped them to develop professionally and further advance their careers. Indeed, for many participants, their program experience was a turning point professionally, leading them to seek new directions and take charge of their own careers. At the time of the global survey in 2010, most respondents noted that their program participation had resulted in some kind of career change, especially taking on new responsibilities in their jobs. Sometimes these new responsibilities went hand in hand with a new leadership role and/or promotion.

In addition, some respondents were motivated to seek new jobs where they would be better able to apply their new skills and interests, or even to change to a new career track entirely, such as journalism education.

Knowledge-Sharing

After returning home from the program, participants shared information from their experience with others in four key ways:

1. *Sharing through professional forums:* Most respondents shared their knowledge with other media professionals through a variety of forums, especially by speaking at local press clubs.

2. *Educating the workforce:* Most respondents shared their knowledge and experience by training coworkers.

3. *Sharing through the media:* The majority of respondents also shared their knowledge and experiences by publishing articles about it, either in professional journals or in the newspaper they work for. In fact, some participants were inspired to publish a whole series of articles related to the United States and/or its media.

4. *Educating beyond the workforce:* Some participants also felt it was important to share their knowledge with students. In some cases, participants simply made a presentation at a university or school of journalism, while others were motivated to influence journalism education more deeply by developing a new course or curriculum.

In addition, all the survey respondents reported that they had earned increased respect and status among their colleagues, as well as in the eyes of their superiors, because of the knowledge they

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 96

had shared. In fact, the majority of respondents now feel that they are considered "experts" about journalism and media techniques, practices and standards.

Organizational Changes

The evaluation demonstrated that many participants, after returning home, undertook initiatives that resulted in organizational changes. In fact, the majority of survey respondents began one or more of the following initiatives when they went back to work: adopting new professional or ethical standards; developing new processes for writing articles; reporting on new subjects; encouraging more teamwork; facilitating collaboration; and/or acquiring more resources. These results indicate that the Citizen Exchange journalism programs were effective in equipping participants to become catalysts for developing and promoting journalistic excellence in their home countries.

Increased Linkages and Professional Networking

At the time of the online survey in 2010, most respondents were still in touch with fellow participants and U.S. media professionals they met on the program. In addition, some respondents have stayed in touch with valuable institutional contacts they met, such as government or NGO representatives. Respondents stressed that the relationships they formed with these new contacts were one of the most valuable results of their program experience. In some cases, these relationships have developed into lasting personal friendships as well as opportunities for ongoing collaboration, especially exchanging information for articles. The deep, long-term friendships formed between participants and their U.S. counterparts demonstrate that the journalism programs further a broader goal of the Office of Citizen Exchanges: to increase mutual understanding between the people of the United States and other countries.

The Role of Journalists and Media in Society

An important part of this evaluation was to explore how past program participants now understand their role as journalists, and that of the media in their societies, including what kinds of challenges they face. The majority of survey respondents agreed that providing objective coverage of current events is the most important function of journalists.

At the same time, most respondents have used the knowledge gained on the exchange program to advocate for greater freedom of the press and a stronger media profession. In particular, more than three-quarters of respondents have advocated for freedom of information and greater access to public records since participating in the program.

Most respondents also have faced challenges in trying to apply their program learning in their work, the most common of which were the following:

- insufficient resources
- resistance to establishing new professional and ethical standards
- difficulty finding credible sources
- difficulty accessing information (especially from government sources)
- lack of new technology

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 97

Nonetheless, the program experience instilled many participants with the confidence and motivation to continue striving to change the media environment in their countries despite the challenges. Furthermore, some respondents pointed out that the experience had imbued them with a greater sense of the importance of the journalistic profession.

Program Value and Effectiveness in Meeting Participant Objectives

Most respondents agreed that their Citizen Exchange experience had completely met, or surpassed, their expectations. Some of them emphasized that the combination of activities—including professional training, education, cultural experiences and networking—made the program uniquely valuable.

Nonetheless, of all the program components, survey respondents found the visits to media outlets and direct interactions with media officials the most useful. They pointed out that the opportunity to experience the inside workings of a U.S. media outlet was critical for learning how the media work and for gathering new ideas and perspectives that could be applied to their own media outlets at home. In addition, many respondents identified the cultural side of the program—home hospitality and American cultural events—as a very useful and valuable way to get to know American society and its people.

Overall, most respondents shared the view expressed in the following comment:

> *I am completely satisfied with what I achieved on the program and would do it all over again if it were possible. This is a highly valuable program and a valuable experience for any journalist to get![160]*

---

[160] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 98

I. Introduction: Program and Evaluation Overview

A. Program Description

The Professional Exchanges Division of the State Department's Office of Citizen Exchanges provides grants to U.S. organizations to provide professional development for emerging leaders in critical professions, to show respect for foreign cultures and to promote mutual understanding between the people of the United States and other countries.[161] Between FY 2001 and FY 2006 (the period covered by this evaluation), more than 50 Citizen Exchange grant agreements with selected U.S. journalism education and training organizations across the country engaged professionals—including journalists, editors and producers, media managers, journalism educators, press secretaries and NGO leaders—from 45 countries in Citizen Exchange activities.

Grant activities ranged from 12 to 36 months and involved a series of professional exchanges between groups of approximately 10-20 core participants and U.S. media experts, usually including activities both in the United States and in the participants' home country or region. About half of the grant programs were country-specific, while the other half involved participants from multiple countries within a particular region. Many programs involved a training-of-trainers component.

The typical Citizen Exchange media/journalism program model involves the following components:

1) In-country visit by U.S. experts to develop specific objectives for the training program.

2) Four- to five-week program in the United States (or occasionally in a third country) that includes academic and practical training (e.g., an internship with a U.S. media outlet).

3) In-country follow-up visit by U.S. experts to conduct further training activities (workshops, seminars, conferences, on-site consultancies with local media outlets, etc.), often with an expanded group of participants in addition to those who participated in the U.S. component. In the case of train-the-trainers programs, in-country participants often co-lead these training sessions with their U.S. counterparts.

Key program themes include the following:

- media management and business practices for independent media

- media professionalism (fundamentals of journalism principles and practices)

- professional and institutional partnerships

- regional collaboration

- role of media in civil society

- role of media in multi-ethnic societies

- role of media in government (anti-corruption)

---

[161] http://exchanges.state.gov/citizens/profs.html

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 99

- new media (impact on information access and news delivery)

- journalism education

During the evaluation period, Citizen Exchange programs were conducted by organizations such as Freedom House, the International Center for Journalists and the International Research and Exchanges Board (IREX), as well as numerous universities across the country, including Boston University, the University of Oklahoma, Wayne State University (Detroit), Southern Illinois University at Carbondale and several others.

B. Evaluation Methodology

In consultation with the program officer and program staff, the evaluation team developed key program goals and outcomes, which formed the basis for the data collection strategies, as detailed below.

1. Key Goals and Outcomes

The evaluation team identified the following key goals and outcomes for the Citizen Exchange program.

New Knowledge and Skills

Participants develop increased knowledge or skills, and/or new areas of interest or expertise in the following areas:

- *U.S. journalism and media environment* (e.g., diversity of outlets; legal, regulatory and institutional environment; emerging electronic media; grassroots reporting)

- *Democracy in the United States* (e.g., federalism, rule of law, civic participation in the democratic system)

- *The role of the media in a democracy* (e.g., role and responsibilities of a free press; the media as a watch dog/fourth estate; independent sources of information)

- *U.S. society, people and values* (e.g., religious and ethnic diversity; American civic life, volunteerism and economy)

- *Journalism and media knowledge and skills* (e.g., accurate/objective reporting; investigative reporting; media management; media ethics; professional standards and practices; independent media)

- *Specific themes* (e.g., human trafficking, the environment, HIV/AIDS, agribusiness, multiculturalism, conflict mitigation)

Application of Learning and Skills

- Participation in program changes participants' approach to work practices: content development and reporting, editing, production, media management, etc.

- Participants use new media sources from the United States or other countries not previously accessed (e.g., newspapers, journals, radio/TV broadcasts, internet).

- Participants start using new technology at work.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 100

- Participants use information gained about American political, economic and/or social structures when forming professional opinions about the United States.

- The exchange informs participants' coverage (broadcast or print) of developments and issues in the United States and/or in other countries.

- Participants report more accurately and objectively.

Professional Development/Career Advancement

- Participants attain promotion or make a change in their career track as a result of their program experience.

- Participants take on new leadership roles or professional responsibilities at work or in professional organizations.

- Participants share knowledge and skills from program experience with colleagues back home.

Knowledge-Sharing

- Participants write articles (or develop broadcast content) on topics of their choosing or topics covered during the program.

- Participants share knowledge and skills from program experience with colleagues back home.

- Participants demonstrate use of new technology to coworkers.

- Participants communicate learning to a broader audience outside the workplace, such as by making presentations at local press clubs or journalism schools, or by creating a website or blog.

- Participants introduce new topics, source materials or instructional methods in journalism education and training programs.

- Participants conduct journalism training in non-university settings.

- Participants contribute to professional journals (local, regional, international).

- Participants write academic or non-academic books.

Organizational Changes

- Participants effect changes in editorial and managerial practices in their media organizations or outlets.

- In the long term, changes in coverage of cross-cutting themes and issues in the United States or other countries are sustained by the media organizations or outlets.

Increased Linkages and Professional Networking

- Participants join formal journalist or media networks (local, regional, international).

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 101

- Participants communicate learning to a broader audience outside the workplace, such as by making presentations at local press clubs or journalism schools, or by creating a website or blog.

- Participants use their exchange experience to encourage colleagues to develop or expand their interest in and links to the United States, as well as other journalists, broadcasters and professional media associations.

- Participants develop (and maintain) ongoing ties with individual journalists or broadcasters, media organizations and academic institutions as a result of their exchange experience.

The Role of Journalists and the Media in Society

- Participants advocate for protection of journalists' rights, increased attention to the public responsibilities of journalists and strengthening of journalists' professional associations.

2. Data Collection Strategy

The two-year evaluation of the program, carried out from 2008 through 2010, used a multi-stage, mixed-method data collection strategy to evaluate the program from FY2001 to FY2006. The evaluation included the following components:

- **Document Review:** The first stage of the evaluation was a comprehensive review of all documents—both electronic and hard-copy—from the evaluation period. The document review took place in Washington, D.C., and included concept papers, proposals, final reports, trip reports, interim reports and cable correspondence with U.S. missions.

- **In-Country Face-to-Face Interviews and Focus Groups:** Between December 2008 and February 2009, in-country face-to-face interviews and/or focus groups were conducted with past Citizen Exchange participants in Azerbaijan and Tanzania. The purpose of this qualitative research was to illuminate the quantitative findings from the surveys.

- **Global Online Survey:** From August 2009 to April 2010, past participants around the world were given the opportunity to respond to an online survey about their experiences. The survey was available in Arabic, English, French, Russian and Spanish.

C. Respondent Profile

The respondents to the online survey were a diverse group, as follows:

- *Age:* Most respondents were between the ages of 30 and 50.

- *Gender:* About two-thirds (70%) of the respondents were men, and a third (30%) were women.

- *Region:* The respondents represented a cross-section of various regions, especially Europe/Eurasia (33%), Africa (24%) and the Near East (23%). There were no respondents from the Western Hemisphere.

- *Year of program participation:* Most respondents participated in Citizen Exchange programs between 2003 and 2006, with the greatest percentage (43%) having attended in 2006.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 102

The in-country research participants in Azerbaijan were male and female, mostly between the ages of 30 and 45, and had participated in the program in 2003 or 2004. Most of them had attended either a professional development program for print and broadcast media or a training program on human trafficking. In Tanzania, the participants were mostly men, ranging in age from 30 to 70, who had attended a program on journalism standards and practices (no date indicated). Some participants, in both countries, had attended more than one Citizen Exchange program. In addition, the participants in both countries represented a wide range of professional roles—including reporters, editors, managers, producers and independent journalists—as well as media outlets, including print media, broadcast media and news agencies.

D. Results

The evaluation results presented in this report rely primarily on the global online survey, supported and illustrated by the other methods. The results provide important insights into the longer term outcomes and impact of the program based on the views of participants.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 103

II. Participant Objectives for Attending the Citizen Exchange Program

Those who took part in Citizen Exchange programs were eager to develop their journalism skills and network with fellow media professionals, as well as to learn more about the United States and the role of the media in a democratic society. As shown in Chart 1, the majority of survey respondents embarked on the program with all these objectives in mind. A few respondents elaborated as follows:

> *The ultimate goal of my trip was to see the USA from a different side.*[162]

> *My objective in going on the program was to develop my journalism skills. I was interested to learn what I don't know and to find out how I can improve my work.*[163]

> *[My objective was] to become familiar with the principles of Western journalism. ... [E]ach of us wants to visit the USA and find out about the work of journalists there.*[164]

Chart 1. Primary Objectives for Attending the Citizen Exchange Program

Objective	Percentage
Apply best practice - from journalism in U.S.A.	76%
Improve my journalistic skills	76%
Learn how a free press works in a democracy	71%
Learn more about the U.S. people, society & culture	62%
Increase my contacts in media & network	62%
Understand legal framework related to freedom of press	57%
Learn more about the U.S. government, politics & policies	43%
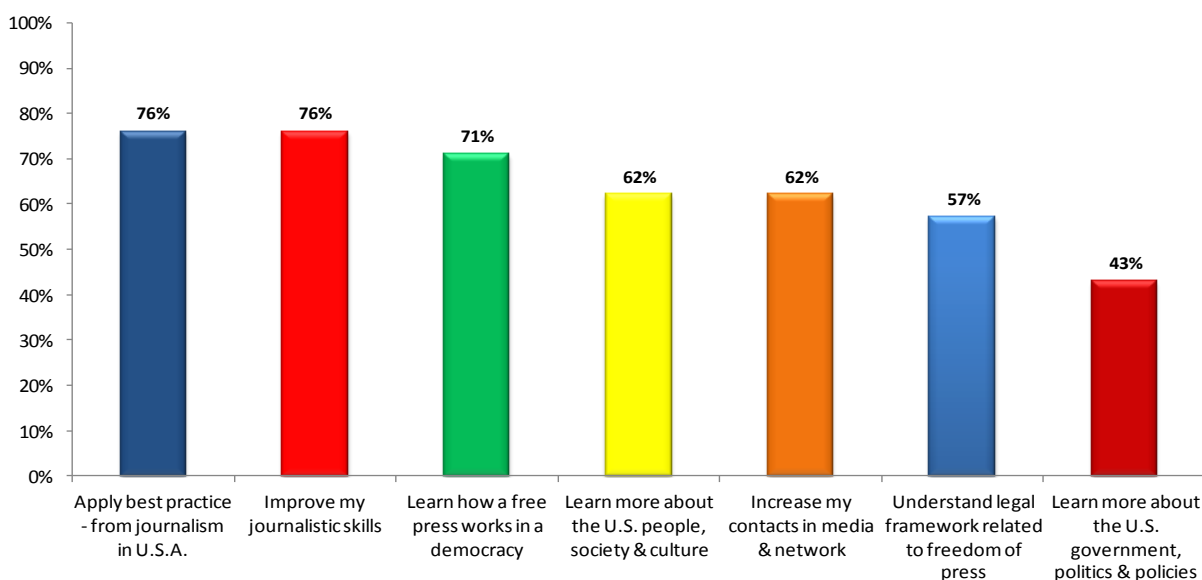
Ref: Global Online Survey 2010; n=21

The participants' objectives clearly aligned with the program goals for learning and growth, which will be discussed in Section III. In addition, Section X.B will illustrate to what extent the respondents felt that their objectives were met.

---

[162] Focus group participant, Azerbaijan.
[163] In-depth interview, Tanzania.
[164] Focus group participant, Azerbaijan.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 104

III. New Knowledge and Skills

One of the most essential goals of the Citizen Exchange program is for participants to develop new knowledge and skills in a variety of areas; indeed, all of the other program goals depend on the successful acquisition of these skills and knowledge. While each exchange focuses on the development of specific journalism skills and/or subject matter knowledge, participants in all programs are also expected to learn more about U.S. society and democracy, the role and function of the media in such a society, and emerging electronic media. This section illustrates that the programs have been effective in improving the participants' knowledge and skills in all of these areas, thus building the groundwork for fulfillment of longer term program goals. The following comment illustrates the impact of the program learning on participants: "The program changed me in many ways. It developed my skills and experience. I realized how much there was still to learn about my chosen profession and how many other ways I can be effective."[165]

A. Learning about the U.S. Government, Society and Media

As shown in Chart 2, most survey respondents reported that their knowledge of U.S. society, government and policymaking, as well as the role of media in a democracy, had increased "a great deal" or "a good deal" as a result of the program.

Chart 2. Extent to Which Participants Increased Knowledge/Understanding:
U.S. Government & Society
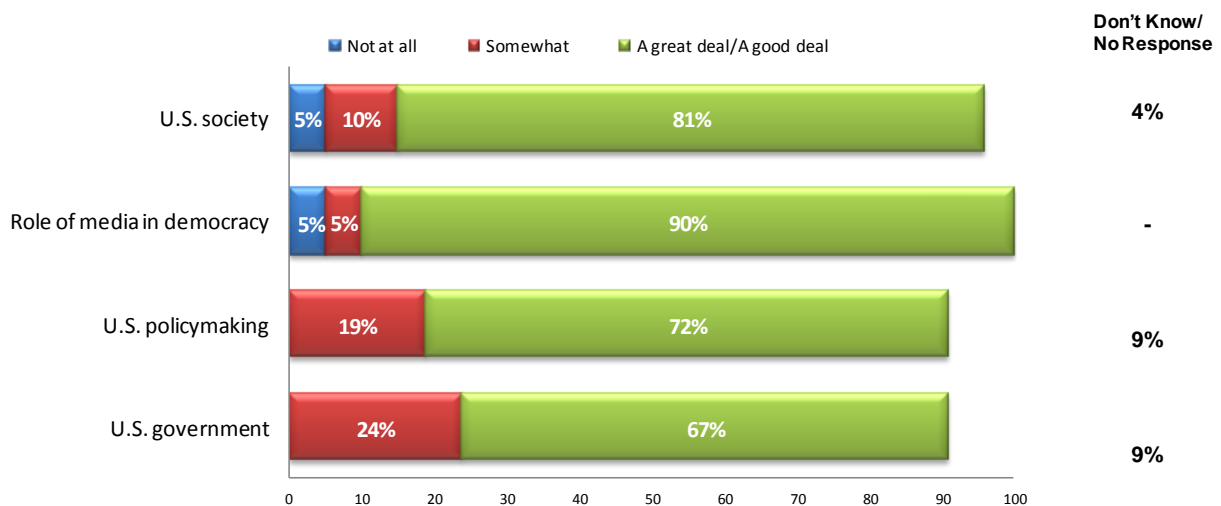
Ref: Global Online Survey 2010; n=21

Several participants were particularly impressed by how much they had learned about American society. Indeed, a couple of them stressed that their exchange experience increased their respect and admiration for the diversity of U.S. society and the hard-working nature of Americans:

---

[165] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 105

I now have more respect not only for the American people, but also for the manner in which they live and work together. It was a great discovery to me how diverse the United States is and how well they live in harmony.[166]

I admire this country, its original lifestyle full of struggle.[167]

Furthermore, as shown in Chart 3, most respondents also reported substantially increased understanding ("a great deal" or "a good deal") of U.S. media relations with other sectors, especially the Government and NGOs. For example, one participant offered the following comment: "We learned about the history of American journalism, about their struggle, about mutual relations of journalists and authorities. ... American mass media has a broad scope; it is already a part of the U.S. industry."[168]

Chart 3. Extent to Which Participants Increased Knowledge/Understanding: Media Relations
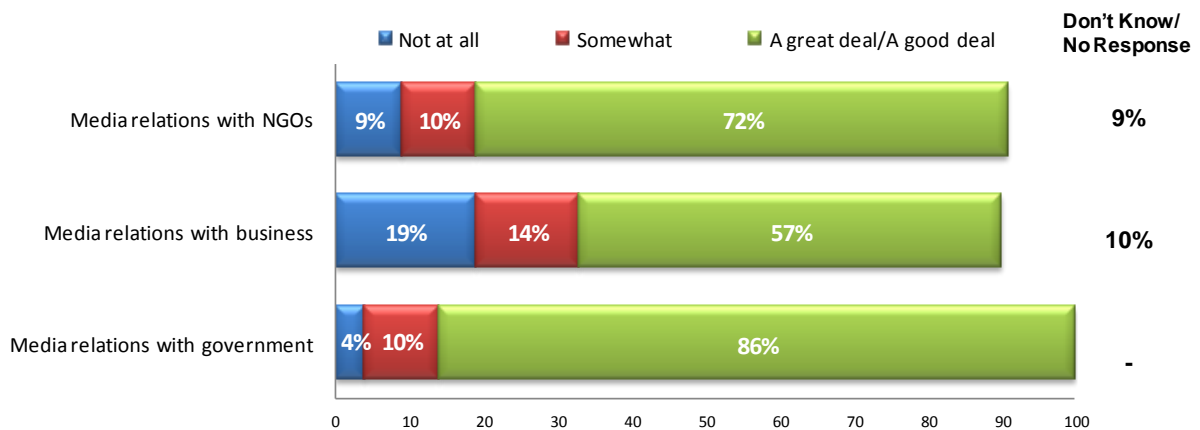
Ref: Global Online Survey 2010; n=21

These results support the program goal of increasing participants' understanding of U.S. society and the role of the media in a democracy.

---

[166] Global online survey, 2010.
[167] In-depth interview, Azerbaijan.
[168] In-depth interview, Azerbaijan.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 106

B. Learning about Specific Subject Matter

Many of the grant programs during the evaluation period focused on journalism training in a specific subject area, such as human trafficking, human rights, ethnic diversity, agribusiness or the environment. As shown in Chart 4, survey respondents reported increased knowledge in many subject areas. Most notably, the majority of respondents learned "a great deal" or "a good deal" about human rights. In addition, most respondents reported that their understanding of nearly all the subjects listed had increased at least "somewhat" as a result of their program participation. For example, more than two-thirds of respondents reported learning more (either "somewhat" or "a great/good deal") about women in society, religious/ethnic diversity, the environment, anti-corruption, economics and business development, science and trade.

Chart 4. Extent to Which Participants Increased Knowledge/Understanding: Subject Matter

Ref: Global Online Survey 2010; n=21
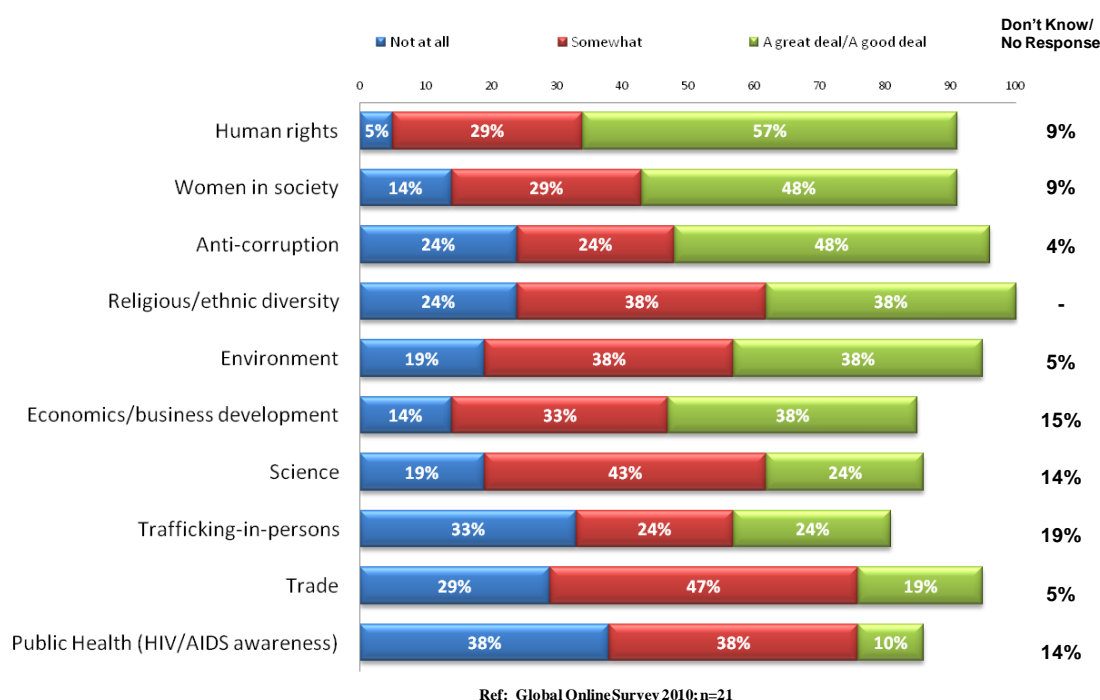
In addition, one participant who participated in an exchange focused on human trafficking explained how the program increased their understanding of the subject: "We studied everything related to [trafficking] and also how to apply the knowledge in [our] work. As a result, I saw the whole picture."[169]

These results support the goals of increasing participants' knowledge of specific themes, as well as helping them develop new areas of interest or expertise.

---

[169] Focus group participant, Azerbaijan.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 107

C. Learning about Journalism Knowledge and Skills

As shown in Chart 5, the great majority of respondents reported substantial gains ("a great deal" or "a good deal") in nearly all areas of journalism skills and knowledge.

Chart 5. Extent to Which Participants Increased Knowledge/Understanding: Journalism Knowledge and Skills

	Not at all	Somewhat	A great deal/A good deal	Don't Know/ No Response
Journalism & media ethics/standards		10%	90%	-
Developing ideas for report/articles	4%	10%	86%	-
Finding credible sources	5%	14%	81%	-
Posing questions	5%	14%	81%	-
Analyzing information	5%	14%	81%	-
Editing written articles	5%	19%	76%	-
Journalism education		19%	76%	-
Investigative journalism		19%	76%	5%
Broadcast journalism	10%	10%	76%	4%
Writing style and formats	5%	24%	71%	-
Print journalism	5%	14%	71%	10%
Media management	10%	24%	66%	-
Producing programs for broadcast	14%	33%	43%	10%

Ref: Global Online Survey 2010; n=21

In the qualitative comments, several respondents highlighted the hands-on training in investigative reporting techniques as a particularly useful aspect of the programs they attended:

> *We learned to conduct investigations, and this proved to be the most useful part. I had never been formally trained to do this, yet it is a significant part of my job, so gaining this knowledge and training is invaluable to me, and to my employer.*[170]

> *I was taught a lot of investigative journalism techniques. One of our trainers was a former FBI agent who had investigated a story of mistreatment in getting a job. Another story we investigated in Chicago was about the death of some kids by their mother's boyfriend, who was jealous. These were "exciting stories" to find out about.*[171]

> *[I learned that] a journalist should investigate the problem instead of acting like an expert.*[172]

---

[170] Focus group participant, Azerbaijan.
[171] In-depth interview, Tanzania.
[172] Focus group participant, Azerbaijan.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 108

In addition, a few respondents found the training in video production techniques or business management of a media outlet particularly useful. As with investigative reporting, these respondents stressed the practical experience they gained during the training as a critical component of their learning, as in the following comment:

> *During our training in the USA, we learned about the value and role of advertisement in the media and in newspapers, and [I] personally benefited vastly from this. ... This experience gave me much both theoretically and practically. My knowledge in the sphere of journalism extended greatly after these programs.[173]*

These results demonstrate that the program has fulfilled its goal of increasing participants' journalism and media knowledge and skills, particularly those related to investigative reporting, professional standards and practices, and media management.

D. Learning about Alternative Media and New Technologies[174]

Most respondents also acquired valuable skills in new technology. As shown in Chart 6, two-thirds (67%) of respondents learned "a great deal" or "a good deal" about new technologies. Indeed, one participant wrote, "One of the greatest gifts from the Citizen Exchange Program was the knowledge I got about technology."[175] Furthermore, most respondents (72%) developed a greater understanding of alternative media (either "a great/good deal" or "somewhat").

Chart 6. Extent to Which Participants Increased Knowledge/Understanding: New Technologies and Alternative Media
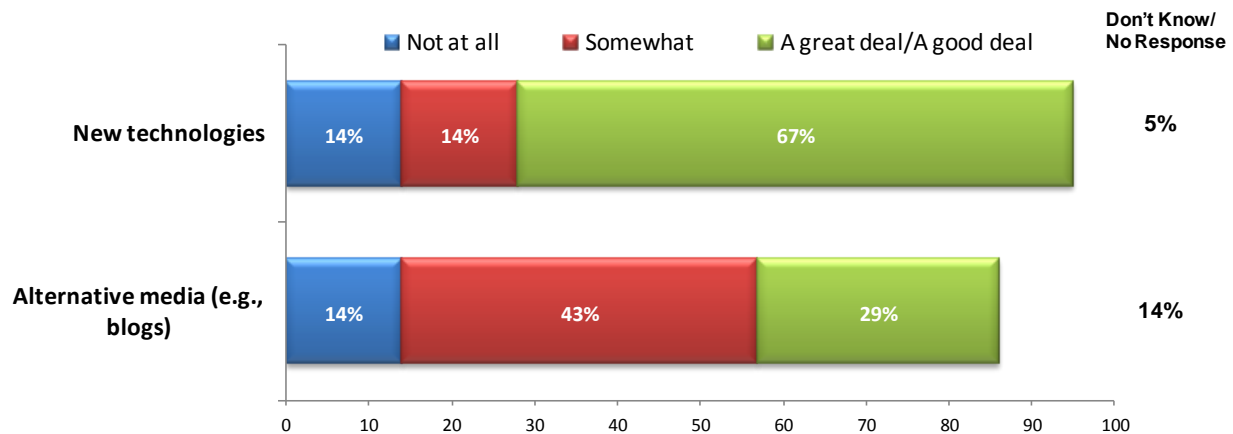
Ref: Global Online Survey 2010; n=21

These results demonstrate that the program has fulfilled its goal of increasing participants' knowledge of emerging electronic media.

---

[173] In-depth interview, Azerbaijan.

[174] For the purpose of this report, "alternative media" refers to blogs and other media outlets outside the mainstream media, including social networking sites such as Facebook and Twitter. "New technologies" refers to electronic devices such as PDAs, cellular phones, iPods, iPads, smartphones, tablets and Wi-Fi gadgets, as well as the internet.

[175] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 109

IV. Application of Learning and Skills

An important program goal is for participants to apply the new knowledge and skills they have developed to their own work when they return home. The survey results demonstrate that, indeed, their new knowledge and skills made a substantial impact on their work.

A. Application of U.S. Knowledge

The evaluation demonstrated that program participants were able to incorporate their increased understanding of the United States into their work at home. In fact, as shown in Chart 7, most survey respondents applied their new knowledge of all U.S.-related subjects in their work, in most cases "a great deal" or "a good deal." Most notably, 100 percent of the respondents applied their knowledge of media relations with the government, 91 percent have applied their understanding of U.S. society, and 90 percent have applied knowledge they gained about the role of the media in a democracy.

Chart 7. Extent to Which Participants Applied Knowledge Gained on Program: U.S. Society and Media Relations
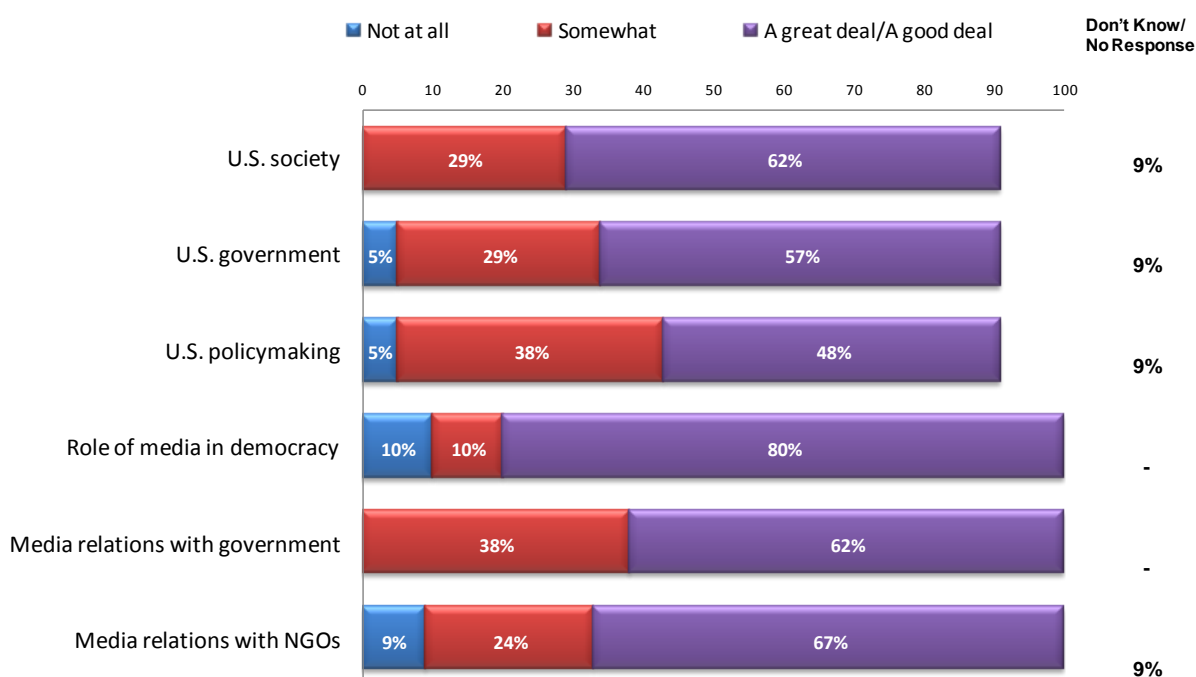
Ref: Global Online Survey 2010; n=21

In the qualitative portion of the evaluation, some respondents explained that, as a result of the increased understanding of the United States they gained on the program, they returned home with both a greater interest in covering U.S. developments and greater confidence in their ability to do so effectively. For example, one participant explained, "When I read about America now, I have references to know how things operate. I feel that I know America more."[176]

---

[176] In-depth interview, Tanzania.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 110

These results demonstrate that the exchange program influenced participants' professional opinions about the United States, as well as their coverage of U.S. events, over the long term. Indeed, several respondents commented that after the program, they began to view the United States in a much more positive light, and subsequently have tried to reflect this in their reporting.

B. Application of Subject Matter Knowledge

Most respondents also have applied their knowledge of all the specific subjects they learned about during the program. Most notably, as shown in Chart 8, the majority (62%) of respondents have applied their knowledge of human rights "a great deal" or "a good deal." (As noted in Section III.B, human rights was the subject that the greatest number of respondents had learned about during the program.) Furthermore, the majority of respondents have applied their new knowledge of all other subject areas either "somewhat" or "a great/good deal," including the environment, religious and ethnic diversity, women in society, anti-corruption, economics and business development, and human trafficking.

Chart 8. Extent to Which Participants Applied Knowledge Gained on Program: Subject Matter
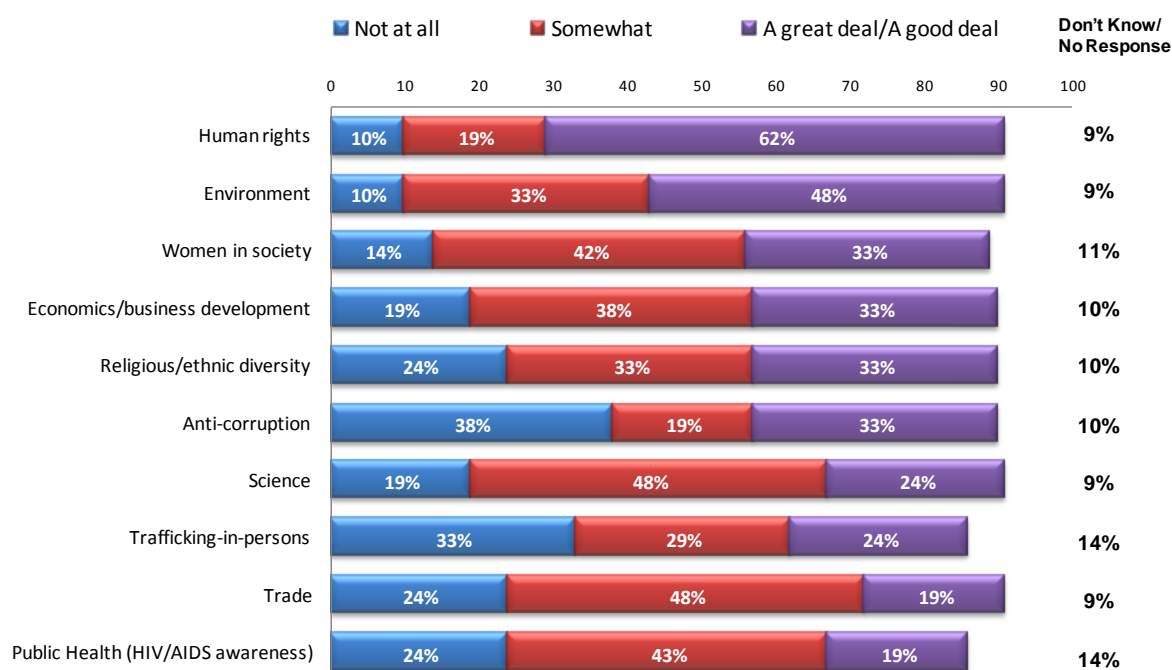
Ref: Global Online Survey 2010; n=21

In the qualitative research, a few respondents who had attended programs focused on human trafficking demonstrated that the experience instilled them with a long-lasting interest in this issue and desire to report on it.

For example, one participant chose to specialize in trafficking issues as a result of the program:

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 111

I moved from doing financial and business news to human trafficking and child slavery in Europe, which was a bigger problem than I realized. My choice was made because of my experiences in the United States, and the opportunity arose when I returned home.[177]

Another participant has continued "following all the developments" related to trafficking, even without opportunities to report on it.[178]

These outcomes demonstrate that the program has fulfilled its goal of piquing participants' interest in new subjects, as well as motivating them to report on these subjects after they return home.

C. Application of Journalism Knowledge and Skills

Of all the knowledge/skill categories covered in this evaluation, respondents were most likely to apply those specifically related to journalism. In fact, as shown in Chart 9, the majority of survey respondents have applied their skills or knowledge in nearly every journalism category "a great deal" or "a good deal."

Chart 9. Extent to Which Participants Applied Knowledge Gained on Program: Journalism Knowledge/Skills
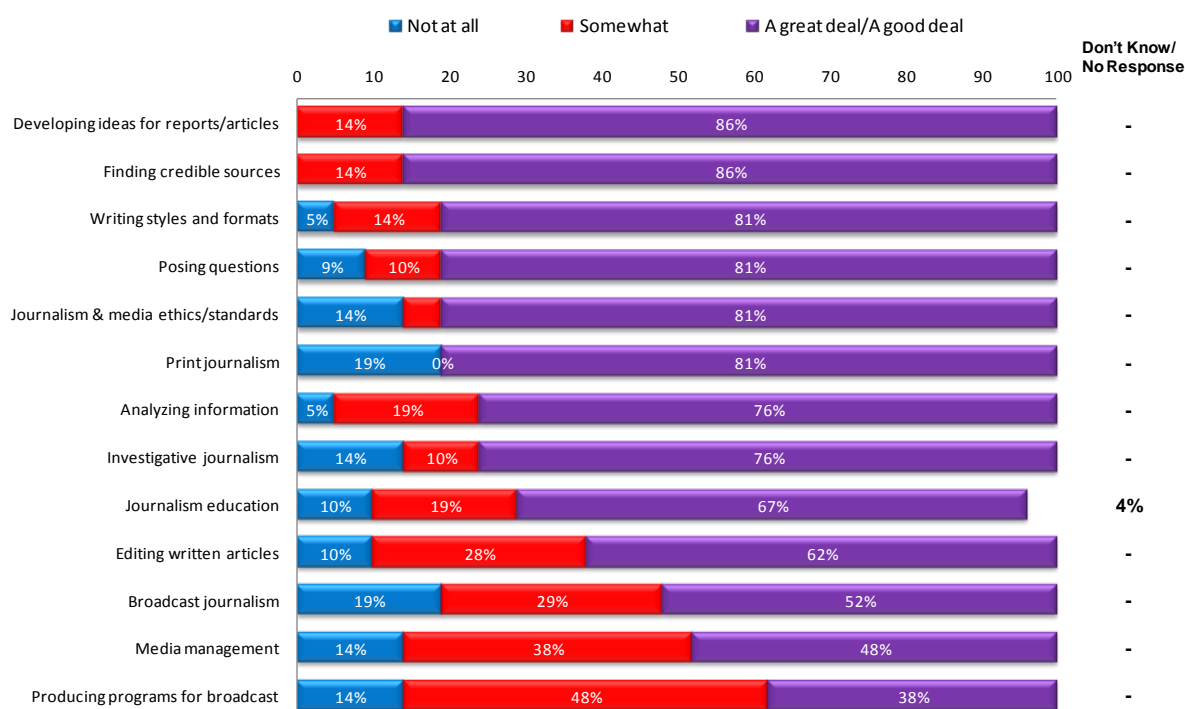
Ref: Global Online Survey 2010; n=21

---

[177] Global online survey, 2010.
[178] Focus group participant, Azerbaijan.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 112

In the qualitative research, some respondents explained that the journalism training changed their approach to preparing stories or managing media outlets:

> *The most useful part of the program was to reconsider the way of writing stories. Now I write stories in a different way ... not quoting all they say. ... I make judgments in my head.*[179]

> *In the USA I noticed one interesting feature—regardless of whom they are speaking to, if they hear some news, they immediately ask, "Where did you learn about this?" After attending the training, I became used to doing so myself. I do not feel uncomfortable asking this question anymore, although in our country people think that you do not trust them if you ask such a question.*[180]

> *When a newspaper is run as a service, journalists don't research what readers want, they write what leaders say. Communication must be a two-way [process]. When I came back from seeing how* The Washington Post *was run as a professional company, it changed my way of viewing business. Media should not always be run from the top down. It should also give voice to the people.*[181]

Furthermore, due to the combination of journalism skills and knowledge acquired during the program, several respondents now consider themselves better journalists overall, as illustrated by the following comment: "My trip to the U.S. and the wealth of information that I acquired there has strengthened me as a journalist and as a researcher. … I am a better journalist today."[182]

These results are important in demonstrating that the Citizen Exchange programs have achieved the key goal of not only improving participants' proficiency in specific journalism skills, but in many cases changing their entire *approach* to developing content, reporting and media management. In addition, the ability to analyze information and use credible sources—two of the applied skills included in Chart 9—are key elements in achieving more accurate and objective reporting, which is one of the long-term goals of the journalism and media programs.

D. Application of New Technology Knowledge and Skills

The Citizen Exchange programs aim to enhance the skills of participants in the area of new technology—as well as their knowledge of alternative, online media—so that they can keep up with the rapidly developing methods of providing news and content to their audiences. Indeed, as mentioned in Section III.D, most survey respondents improved their knowledge and skills in these areas while on the program.

The survey results demonstrate that most respondents had the opportunity to apply this knowledge after returning home. Indeed, as shown in Chart 10, three-quarters of respondents

---

[179] In-depth interview, Tanzania.
[180] Focus group participant, Azerbaijan.
[181] In-depth interview, Tanzania.
[182] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 113

have applied both their new technology skills and knowledge of alternative media in their work to some extent ("somewhat" or "a great/good deal").

Chart 10. Extent to Which Participants Applied Knowledge Gained on Program: Technology
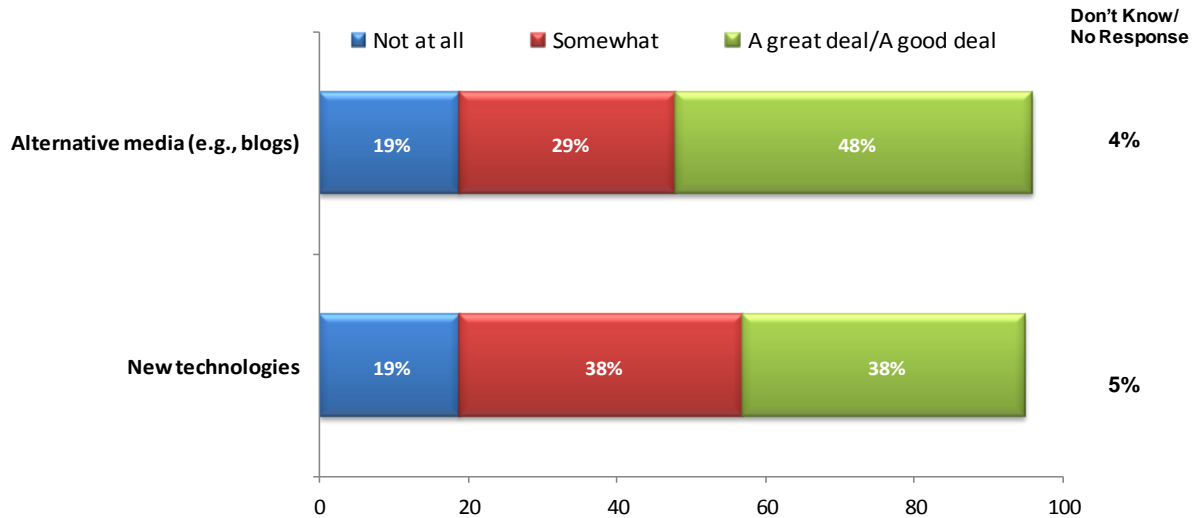
Ref: Global Online Survey 2010; n=21

A few respondents explained in what ways they have been able to apply these skills. For example, one participant had the opportunity to guide the development of their newspaper's website due to the skills acquired on the program,[183] while another chose to utilize new technology to enhance their radio station's interaction with listeners:

> *We have become more creative in radio broadcasts and give listeners opportunities to interact more with us, so we use the new technologies as a way to allow listeners to reach out to us, but we continue to use radio as a way to reach out to them.[184]*

These results support the goal that participants will begin to use new technology in their work.

---

[183] Global online survey, 2010.
[184] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 114

V. Professional Development and Career Advancement

One of the longer term goals of the Citizen Exchange programs is for participants to benefit from the new skills and knowledge they have gained and utilized to develop professionally and to further advance their careers. The evaluation demonstrates that the programs have been effective in this area.

In fact, at the time of the global online survey in 2010, three-quarters (76%) of the respondents reported that their Citizen Exchange participation had resulted in some kind of career change. As shown in Table 1, the most common change was for participants to take on new professional responsibilities after returning to their jobs (75% of those who experienced career change), followed by a change in the focus or sector covered in their reporting (56%).

Table 1. Career Changes as Result of Citizen Exchange Program Participation[185]

Change	% of respondents
New professional responsibilities	75%
Change in journalism focus (sector covered)	56%
New leadership role	44%
Job promotion	25%
New career outside the media sector	19%

Ref: Global Online Survey 2010; n=16

The qualitative research revealed that the various types of career changes often were closely related. Participants who demonstrated their new skills and knowledge to their supervisors often were given new professional responsibilities; sometimes these went hand in hand with a new leadership role and/or promotion, and in other cases, the promotion came later if they performed well at the new tasks. The following comment is illustrative:

> *When I returned from the program in the United States, my editor-in-chief tasked me with reporting on local elections because I told him about how the media in the U.S. cover such topics. He was very pleased with how I researched the story, the interviews I conducted with local officials, and since that time he now tasks me with writing most of our political reports. By implementing my new skills and interview methods, I got promoted.[186]*

Regardless of what type of change they made, many respondents returned home determined to take charge of their careers. Due to their exposure to different types of media and the possible career paths and journalistic techniques available within the media world, many respondents came back with very specific ideas for what kind of work they wanted to do and set about pursuing it. For example, one participant explained how increased self-confidence and direction brought about the desired career change:

---

[185] This question allowed for multiple answers, hence the figures do not add up to 100 percent. Rather, many respondents noted that they had experienced more than one change in their careers.
[186] Focus group participant, Azerbaijan.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 115

I returned home with a lot more confidence. I had a new outlook on my career and a new attitude and no longer felt I had no direction. I spoke to my supervisor directly about what I had learned and how I would like to use these skills in my position. I was tasked with new responsibilities and challenged to produce higher quality work. I got my own weekly spot in the newspaper and now have contributors who contact me to discuss my articles.[187]

Some participants decided that their previous jobs could no longer fulfill their needs, and thus they sought new jobs with other media outlets where they could fully apply their new skills. For example, one participant (who presumably had worked for some other type of media outlet before the program), after visiting several TV stations in the United States, was inspired to move into television journalism. As was the case with other respondents, persistence and confidence were keys to success:

On my return home, I applied for several positions which I did not initially get, but after about a year, I was hired by the local TV station to help with editing the news broadcasts, and I have been promoted twice since taking that position. The education I got from the program definitely influenced my career.[188]

Other participants developed new interests during the exchange program that motivated them to move to a new career outside the media sector, especially in journalism education. For example, one respondent wrote, "The time I spent in the United States changed my life. I returned home, changed jobs, and now work for the university in the journalism department."[189]

These results clearly demonstrate that the program has made a substantial impact on participants' professional development, in terms of new responsibilities, new leadership roles, promotion and/or changes in career track.

---

[187] Global online survey, 2010.
[188] Global online survey, 2010.
[189] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
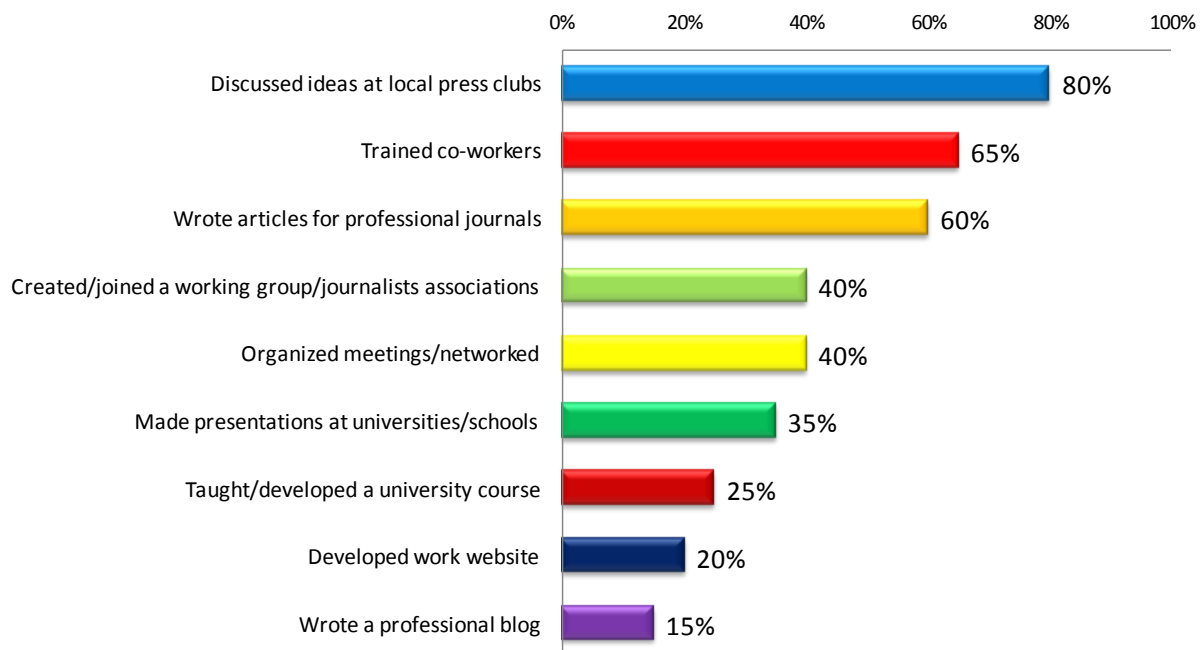*Final Report • InterMedia • March 2012 • Page 116*

VI. Knowledge-Sharing

A key program goal is for participants to share the knowledge and skills they acquire in the United States with others when they return home. This section discusses how participants shared their knowledge with others, as well as how their peers and colleagues perceived them as a result of this knowledge-sharing.

A. Post-Program Sharing of Knowledge and Experience

Survey respondents reported that they shared their program learning extensively after returning home, via a wide range of methods, as shown in Chart 11. Overall, there were four key ways that participants shared what they gained from the program: (1) sharing through professional forums, (2) educating the workforce, (3) sharing through the media and (4) educating beyond the workforce.

Chart 11. Methods of Sharing Experience

Method	Percentage
Discussed ideas at local press clubs	80%
Trained co-workers	65%
Wrote articles for professional journals	60%
Created/joined a working group/journalists associations	40%
Organized meetings/networked	40%
Made presentations at universities/schools	35%
Taught/developed a university course	25%
Developed work website	20%
Wrote a professional blog	15%

Ref: Global Online Survey 2010; n=20

(1) Sharing knowledge and experience through professional forums. Most survey respondents (80%) shared their knowledge with other media professionals at local press clubs. In addition, some (40%) created or joined professional associations in order to share their information and experiences and/or organized meetings or networked with fellow professionals.

(2) Educating the workforce. In addition, most respondents (65%) shared their knowledge and experience by educating coworkers. In some cases, they conducted formal training sessions, as illustrated by the following comment:

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 117

> *I conducted a weekly session for two months running on knowledge and skills I got from the Citizen Exchange program. Staff were free to come or not, but I found most were interested. ... For example, online content was very popular with my coworkers.*[190]

In other cases, participants have shared their knowledge with coworkers informally. In this vein, one respondent commented, "I am doing what I can … to ensure that the junior staff are trained and learn as much as possible from us."[191]

(3) Sharing through the media. After participating in the program, many respondents were eager to share their program experiences and knowledge with the public. Indeed, the majority (60%) of survey respondents published articles about it. In the qualitative portion of the evaluation, several participants mentioned that they had published multiple articles (and even books) focusing on U.S. society and/or the American media:

> *I wrote a number of articles about my trip to the U.S. Some of the articles focused on the subject matter we had covered on the Citizen Exchange Program and how differently the media in the U.S. conduct their work compared to the media here. I did, however, do a number of features about life in the United States, the people and society, as our readers are fascinated by the United States. The stories were well received.*[192]

> *We [the local journalists' association] have published many editions: books, brochures on American journalism. We have published many articles about the USA.*[193]

In addition, some participants developed websites (20%) and/or wrote professional blogs (15%).

(4) Educating beyond the workforce. In addition to sharing knowledge with their fellow journalists both within and outside the workplace, some participants felt it was also important to bring this new knowledge and information to the journalists of the future—students. As such, some respondents made presentations at universities or journalism schools (35%) and/or developed their own courses (25%). In fact, one participant went even further, leading an initiative to incorporate training on the legal rights of journalists into the curriculum of journalism schools nationwide.[194]

Furthermore, as mentioned in Section V, some respondents were so inspired to train the next generation of journalists that they left their jobs at media outlets in order to become professors of journalism.

---

[190] Global online survey, 2010.
[191] Focus group, Azerbaijan.
[192] In-depth interview, Tanzania.
[193] In-depth interview, Azerbaijan.
[194] In-depth interview, Azerbaijan.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 118

All of these results support the program goals for how participants might share their knowledge with others at home: to convey new skills and knowledge to colleagues; to write articles on topics covered during the program; to join professional associations; to share their knowledge with the larger journalism community outside the workplace, such as via press clubs or blogs; to introduce new ideas into journalism education; to contribute to professional journals; and to write books sharing their new knowledge.

B. Post-Program Receptivity

All the survey respondents reported that they had earned increased respect and status among their colleagues and peers because of the knowledge they had shared after returning from the program. In fact, as shown in Table 2, the majority (62%) of respondents stated that their colleagues now view them as "experts" about journalism and media techniques, practices and standards, and often seek their advice. For example, in reference to training workshops conducted in the workplace, one participant wrote, "Those who attended were very pleased and impressed with how much learning I had acquired in the United States."[195]

Table 2. Colleagues' Perceptions of Participants After Citizen Exchange Experience

	% of respondents
Considered an "expert"	62%
Considered "knowledgeable"	38%
No change in perception	--

Ref: Global Online Survey 2010; n=21

Furthermore, as mentioned in Section V, many respondents' supervisors or other superiors also began to perceive them as more knowledgeable, which often resulted in new professional responsibilities and/or promotions. For instance, the following comment illustrates how one participant's superiors changed their perceptions after he demonstrated the knowledge he had gained from the program:

> *The management were initially slow to believe I could have learned so much in such a short space of time, but the more they invited me to attend meetings and give my comments, the more convinced they were that this program had in fact taught me a lot and I did have a contribution to make. About a year after I had returned, I was promoted to a position as editor.[196]*

The positive reaction of colleagues and superiors to participants' new knowledge and expertise is critical to participants being able to effect changes within and beyond their organizations, as will be discussed in Section VII.

---

[195] Global online survey, 2010.
[196] In-depth interview, Tanzania.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 119

VII. Organizational Changes

A primary objective of the Citizen Exchange programs is to give participants the knowledge, understanding, skills and tools that will allow them to return to their home countries and become catalysts for developing and promoting journalistic excellence and advancement, both within their workplaces and in the field at large. Indeed, the evaluation demonstrates that most respondents undertook initiatives that resulted in such organizational changes.

Chart 12. Initiatives Undertaken at Work as a Result of Citizen Exchange Program
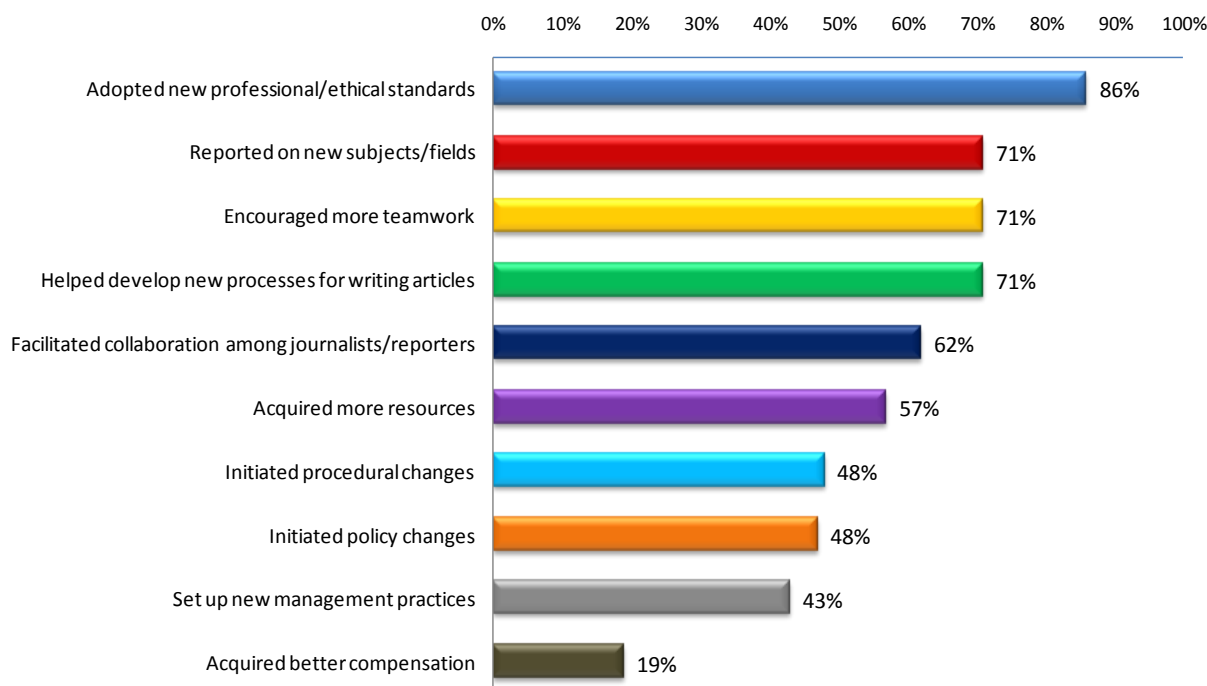
Ref: Global Online Survey 2010; n=21

As shown in Chart 12, the majority of respondents began one or more of the following initiatives when they went back to work:

- ***Adopting new professional or ethical standards (86%).*** In the qualitative portion of the evaluation, many respondents—many of them in management or editorial positions—reported that they had instituted higher professional standards for their reporting. For example, some of them established new procedures requiring all articles to be reviewed by editors prior to publication. In addition, a few respondents explained how they have helped institute higher ethical standards in their workplaces:

  Here in [my country] we can have ethical issues, not only in the workplace but in our dealings with others at interviews, etc. For this reason, we have incorporated

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 120

new operating procedures to avoid some of the mistakes of the past. Ethics is now taught and explained to new hires.[197]

We have more women working in our offices now than we had in the past. This has created some issues that we are now more careful about. Respect and higher standards are now expected of all.[198]

As indicated by these comments, in many cases, these new standards were implemented by creating a training program for new hires and/or junior staff.

- ***Reporting on new subjects (71%)***

- ***Encouraging more teamwork (71%)***

- ***Developing new processes for writing articles (71%).*** Respondents' comments in the qualitative portion of the evaluation indicate that new processes for writing articles sometimes went hand in hand with new management practices and/or professional standards. For example, one participant instituted a new editorial process for assigning, writing and editing articles:

  One of the rules I implemented was to make my editorial team meet prior to writing articles. These meetings were important for planning and lessen the risk of inferior quality news reports. We now have planning meetings on the format, what questions will be asked, who will be interviewed, what information will be published and who will do the final edit. We are more organized thanks to my knowledge from the U.S. media houses.[199]

- ***Facilitating collaboration (62%)***

- ***Acquiring more resources (57%).*** For example, one participant helped to acquire "new software and new computers" in order to build the media outlet's technological capacity to provide online content.

In addition, about half (48%) of the respondents initiated procedural changes within their organizations based on the models they observed in U.S. media houses. In some cases, these changes were tied to new professional standards or editorial processes, as discussed above. Other changes involved improving efficiency or quality control, as illustrated by the following comments:

I improved and streamlined our printing process, which took too long to implement in the past.[200]

I spoke to my supervisors when I returned home about some of the simple things they were doing in the U.S. that would have little or no cost to us. I was asked to

---

[197] Focus group, Azerbaijan.
[198] Global online survey, 2010.
[199] Global online survey, 2010.
[200] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 121

help put these ideas into practice, and they are still used today. Our reporters must now lay out their story before it is approved.[201]

All of these results support the goal that the skills and knowledge acquired during the program will contribute to improved professional, ethical and managerial standards.

---

[201] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 122

VIII. Increased Linkages and Professional Networking

The Citizen Exchange grant programs facilitate close collaboration among participants, as well as between participants and their U.S. counterparts, over an extended period of time, allowing for the development of long-term relationships. In addition, during their multi-week stay in the United States, participants have the opportunity to meet and work with many other U.S. media professionals from a variety of media outlets. Lastly, the final in-country phase of the program often involves additional participants from the country or region—sometimes including government or NGO representatives in addition to media professionals—thus further expanding the networking opportunities for participants.

The programs encourage such linkages and networking in the hope that these connections will be maintained over time and lead to professional collaboration after the program has ended. This section explains to what extent those contacts have been maintained and what types of collaboration have resulted.

A. Collaboration and Contact Maintained with Other Program Participants

During the evaluation period, about half of the grant programs were country-specific, while the other half involved participants from multiple countries within a particular region.

Most (71%) of survey respondents have stayed in touch with fellow participants over the years since attending the Citizen Exchange program. Of these, most (66%) keep in touch regularly (at least once a month or once a week), as shown in Table 3.

Table 3. Frequency of Contact with Other Program Participants

Frequency of Contact	% of respondents
At least once a week	13%
At least once a month	53%
At least once a year	27%
Less often	7%

<div align="center">Ref: Global Online Survey 2010; n=15</div>

Respondents stressed that these relationships were one of the most valuable results of their program experience. In this vein, one participant commented:

> *I think what is great about this program is the contacts we made while in the United States. I continue to communicate on several levels—some personal, but many professional. The program gave me the opportunity to meet reporters and journalists from all over the world. These are valuable contacts to have when you cover international news as I do.*[202]

---

[202] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 123

In some cases, these relationships have developed into lasting personal friendships as well as opportunities for ongoing collaboration. Respondents explained that the shared mutual interest in journalism or other subjects has contributed to these strong bonds, as in the following quote:

> *I continue to communicate with many of those I met on the exchange program. Some of these are journalists in my home country, so we have had the good fortune to meet at events focused on our profession, but I also talk by telephone and e-mail with a number of colleagues from overseas. We feel a connection because of the program and because of our interests in media.[203]*

Many respondents continue to collaborate regularly with their fellow participants, most often by exchanging information for articles. One participant explained how this exchange is mutually beneficial: "When episodes of international interest happen in a country where I know someone from the program, I contact them to get some local input for the story. We work together to share opportunities. It is very rewarding for us all."[204]

In addition to staying in touch with fellow participants, some respondents also established valuable institutional contacts through the program, which was another goal of the program. For example, one participant has stayed in touch with the press secretary of the local Red Cross chapter ("I contact her if I need something"),[205] while another has found it very useful to maintain contacts in the country's Press Council.[206]

B. Collaboration and Contact Maintained with U.S. Journalists and Media Professionals

Most survey respondents (71%) also have stayed in touch with U.S.-based journalists and media professionals whom they met through the program. As shown in Table 4, many respondents (40%) communicate regularly (at least once a month or once a week), while the majority (60%) do so less often (at least once a year).

Table 4. Frequency of Contact with U.S.-Based Journalists and Media Professionals

Frequency of Contact	% of respondents
At least once a week	20%
At least once a month	20%
At least once a year	60%
Less often	--

Ref: Global Online Survey 2010; n=15

As with fellow participants, respondents' relationships with U.S. counterparts range from close friendships to strictly professional contacts, and often have involved collaboration. In terms of

---

[203] Global online survey, 2010.
[204] Global online survey, 2010.
[205] Focus group participant, Azerbaijan.
[206] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 124

friendship, one respondent recounted a story of intercultural exchange resulting from the program experience:

> *I met a wonderful journalist while in the Mid-West of the United States, and we collaborated on a number of stories after the program. We then exchanged cards and e-mails, and then he told me he was going to visit my country. I hosted him while he was here, and he then invited me to return to the United States. We have a long-lasting friendship which was developed during the Citizen Exchange Program.*[207]

In terms of collaboration, a few respondents explained that they have had opportunities to collaborate with U.S. counterparts who had a shared interest or expertise in a specific topic. For example, one participant worked with U.S. journalists to cover a trafficking episode in the participant's country, while another has exchanged information with U.S. journalists who cover corruption:

> *We had a serious episode occur here with regard to human trafficking which made CNN, BBC and other global news, and the reporters I met contacted me to get some local information. One of them gave me a by-line on the story in the American media because I provided him with contacts and information.*[208]

These relationships and linkages demonstrate the effectiveness of the Citizen Exchange programs in fostering ongoing ties and collaboration between participants and fellow media professionals in their own countries, in the United States, and elsewhere. In addition, these results support the goal of helping participants establish and maintain contacts with media organizations and other institutions. Furthermore, the deep friendships described by participants demonstrate that the journalism programs have met one of the broader goals of the Office of Citizen Exchanges: to increase mutual understanding between the people of the United States and other countries.

---

[207] Global online survey, 2010.
[208] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 125

IX. The Role of Journalists and Media in Society

During the evaluation period, individuals from 45 countries around the world participated in Citizen Exchange journalism and media programs. The institutional environment in which participants find themselves varies from country to country, as does the specific role of the media as the fourth estate.[209] An important part of this evaluation was to explore how past program participants now understand their role as journalists, and that of the media in their societies, including what kinds of challenges they face.

A. The Journalist's Role and Advocating for Press Freedom

In the global online survey in 2010, past program participants were asked to reflect on what they feel is a journalist's most important role or function. As shown in Table 5, the majority (52%) of respondents believe that providing objective coverage of current events is the most important function of journalists. In this vein, one participant wrote, "I see our main purpose being to present the news to the public. They rely on us to inform them of what is going on, whether it's legal or illegal, fair or unfair. It is not for us to decide. We provide news; they interpret it."[210]

Table 5. Most Important Role/Function as a Journalist

| Role/Function	% of respondents
To report on current events, without bias or opinion	52%
To act as a watchdog	24%
To bring attention to societal problems or social ills	10%
To influence decision makers	10%
To report the views of political parties	10%
To report the views of government	5%

Ref: Global Online Survey 2010; n=21

At the same time, most respondents have used the knowledge gained on the exchange program to advocate for greater freedom of the press and a stronger media profession. In particular, as shown in Chart 13, the majority of survey respondents have advocated for the following causes in their respective countries:

- freedom of information (86%)

- greater access to public records (76%)

- media reforms (71%)

- protection of journalists' rights (57%)

---

[209] The "fourth estate" refers to the journalistic profession or its members; it is used often in regard to the media/press whose influence is not consistently or officially recognized in some countries.
[210] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 126

Chart 13. How Respondents Used Knowledge/Information Gained on Citizen Exchange Program
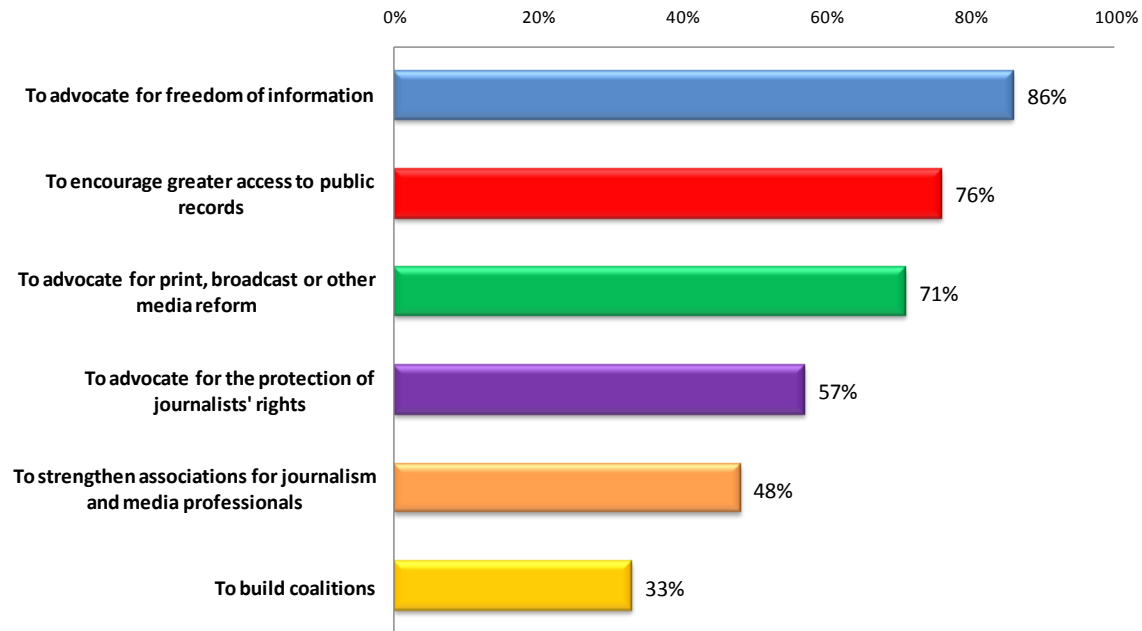
Ref: Global Online Survey 2010; n=21

For example, after participating in the program, one respondent was inspired to establish an organization to protect journalists' rights in his country: "After returning, I created a new Committee for Protection of Journalists and was the head of it for a long time."[211]

These results demonstrate that the Citizen Exchange programs have been effective in achieving the critical long-term goal of educating participants about the rights and responsibilities of a free press so that they will be motivated to advocate for greater press freedom and a stronger media profession in their own countries.

---

[211] In-depth interview, Azerbaijan.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 127

B. Challenges Faced by Journalists and Media Professionals

Given the global reach of the Citizen Exchange programs and the significantly different media environments in which past participants work, it is not surprising that most (76%) of the survey respondents faced challenges in trying to apply their program learning when they returned to work in their home countries. As shown in Chart 14, they experienced a wide range of challenges.

Chart 14. Challenges Faced in Trying to Apply Learning from Citizen Exchange Program[212]

Ref: Global Online Survey 2010; n=16

The most common challenges were the following:

- *Lack of resources (69% of those who experienced challenges).* Participants recounted their experiences trying to conduct investigative research, stymied by lack of funds, equipment, research facilities and the luxury of time to complete their work.

- *Resistance to establishing new professional standards and ethics (63%).*

- *Difficulty finding credible sources for a story or article (56%).*

- *Difficulty gaining access to information necessary for a story (56%).* A few respondents explained that they have had difficulty getting information from government sources, who may not want to share information or answer questions about certain topics. For instance, one participant wrote, "They do not always like what we are prepared to report [so they] hold back information."[213]

- *Lack of new technology (56%).* One participant explained that their country does not "have the same level of sophistication of technology" as the United States, which meant that it took longer to implement some techniques learned on the exchange program.

---

[212] Figures reflect the percentage of those who answered "yes" to the question, "Are there any challenges you face in trying to apply what you learned during your program?" The question allowed for multiple answers.
[213] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 128

Despite these and other challenges, the Citizen Exchange experience instilled many participants with the confidence and motivation to continue striving to change the media environment in their countries. One participant summed this up as follows: "I knew going home there were many things that would not be as easily done at home as were possible in the United States; however, I also was determined to find ways around these issues."[214] Furthermore, some respondents pointed out that their program experience had imbued them with a greater sense of the importance of their profession, as in the following comment: "I have a new respect for my profession because I realize it is only as good as those of us who work in this profession, and journalism relies on good journalists to gather the respect of the people."[215]

---

[214] Global online survey, 2010.
[215] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 129

X. Program Value and Effectiveness in Meeting Participant Objectives

The respondents were very satisfied with their Citizen Exchange experience. Most of them agreed that the program had completely met, or surpassed, their expectations. Indeed, one appreciative participant wrote, "I am completely satisfied with what I achieved on the program and would do it all over again if it were possible. This is a highly valuable program and a valuable experience for any journalist to get!"[216]

A. Usefulness of Program Components

Respondents found the following components of the exchange program most useful: visits to media outlets (73% of respondents), discussions with media officials (73%), conferences and seminars (55%), home hospitality (55%) and cultural events (55%).

Indeed, several respondents explained that it was particularly useful to experience the inside workings of a U.S. media outlet, during both brief site visits and longer internships:

> *I work for one of the top three newspapers in our capital, so getting to see how small and large newspapers operate was highly valuable to me.[217]*

> *I had the good luck to visit some regional TV stations and media outlets of large newspapers. To see these professionals at work puts everything you do into perspective.[218]*

Other respondents explained that the program as a whole, as opposed to any individual component, was useful. Specifically, these respondents stressed that the combination of activities—including professional training, education, cultural experiences and networking— made the program uniquely valuable. The following comment is illustrative:

> *The value of the program lies not only in the education you receive while in the United States but also in the people you get to meet and the information you gather on conducting media around the world. This is a very special program.[219]*

---

[216] Global online survey, 2010.
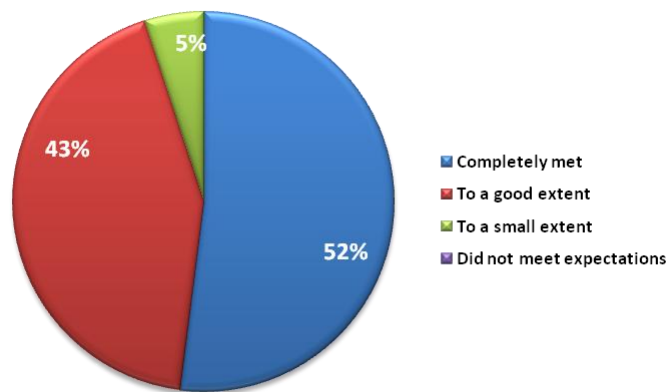[217] Global online survey, 2010.
[218] Focus group, Azerbaijan.
[219] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 130

B. Extent to Which Citizen Exchange Program Met Participant Objectives

As shown in Chart 15, 100 percent of the survey respondents felt that the Citizen Exchange program had met their expectations to some extent; the majority (52%) were completely satisfied.

Chart 15. Extent to Which Citizen Exchange Program Met Participants' Expectations

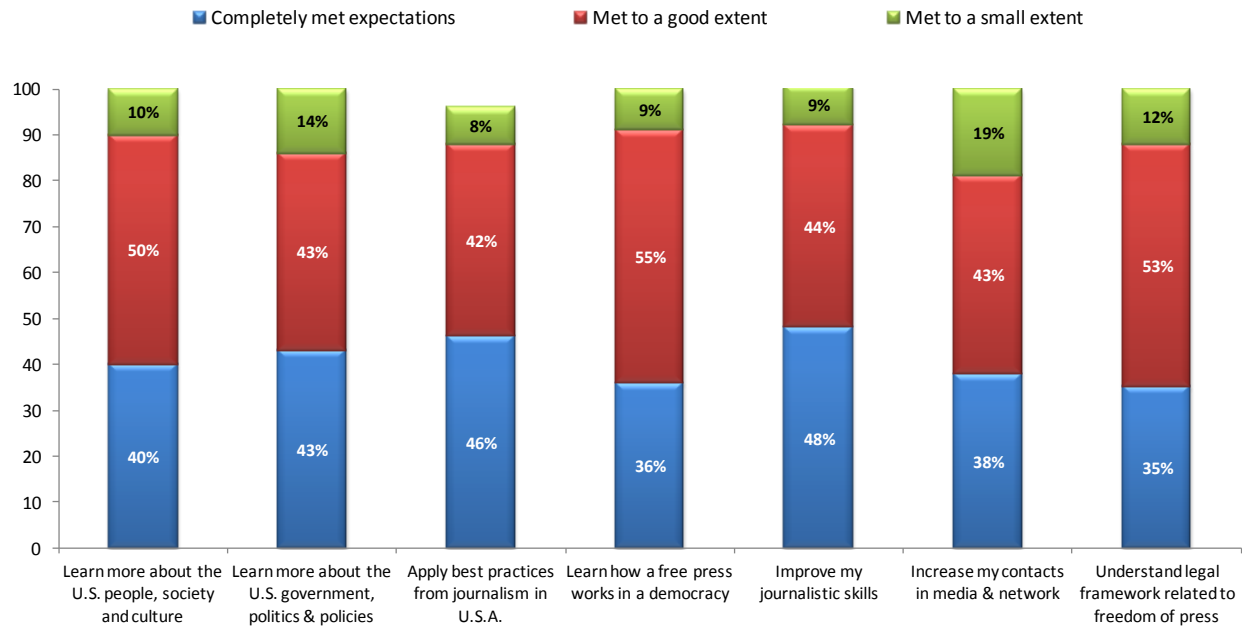

Ref: Global Online Survey 2010; n=21

In addition, the evaluation demonstrated that the programs were highly effective in fulfilling participants' specific objectives. In order to measure this, the online survey asked respondents to identify their primary objectives for attending the program (see Section II) and to assess "to what degree" the program met those objectives. As shown in Chart 16, most respondents confirmed that the program had fulfilled each of their objectives.

For example, as discussed in Section II, one of the respondents' most common objectives for attending the program was to improve their journalism skills. Of those who identified this goal (76% of the respondent pool), 92 percent were satisfied that the program met this objective "completely" or "to a good extent." For example, one participant commented:

> *My objective in going on the program was to develop my journalism skills. I was interested to learn what I don't know and to find out how I can improve my work. I would rate the percentage I met my objective at 90 percent!*[220]

These figures were similar across the board, with approximately 90 percent of respondents expressing satisfaction regarding most objectives, as illustrated in Chart 16.

---

[220] In-depth interview, Tanzania.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 131

Chart 16. Extent to Which Citizen Exchange Program Met Participants' Primary Objectives

Ref: Global Online Survey 2010; n=21

In fact, a few respondents said they had learned even more than they had expected. "The program is fantastic. I could not have imagined how much I would learn on this program," wrote one participant.[221]

These results demonstrate that the broad range of activities included in the Citizen Exchange programs makes it possible for participants to fulfill a variety of professional goals, which are in line with the aims of the program itself.

---

[221] Global online survey, 2010.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 132

Conclusion

The evaluation demonstrates that the Citizen Exchange programs have been highly effective in meeting their goals, from short-term changes in individuals' skills and knowledge to long-term changes within and beyond their media organizations. Indeed, the programs produced tangible results in respondents' orientation towards their careers and their organizations' professional practices.

When they returned to work, participants applied new skills, adopted new professional or ethical standards, and developed new processes for writing, investigative journalism, and reporting on new subjects. They had substantively enhanced their knowledge of human rights, women in society, anti-corruption, the environment and trafficking in persons. Similarly, they gained a significantly increased understanding of how to access and integrate new technologies and alternative media.

After the program, participants felt a greater sense of responsibility for their profession and for their fellow journalists. As such, they committed themselves to educating and sharing new knowledge with peers and colleagues. Some turned to teaching—whether part-time or full-time—as a means of having an impact on the next generation of journalists. Furthermore, many participants emerged from the program determined to improve the quality of journalism in their countries, sometimes against difficult odds. They took on the tasks of advocating for journalists' rights or pushing for reforms in the journalism profession, such as organizing professional associations, holding trainings or promoting new curricula. Much of this was reinforced by the program's consistent focus on the role of media in a democracy.

Participants have maintained strong contacts and ties with both U.S. journalists and media professionals and other program participants, and these have assisted them in extending their networks and undertaking new initiatives. This collaboration has sustained them, as they diverge from accepted practices and customs in their home countries.

Bureau of Educational and Cultural Affairs • Office of Policy and Evaluation • Evaluation Division
Evaluation of ECA's Professional Journalism and Media Exchange Programs
Final Report • InterMedia • March 2012 • Page 133